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UNIVERSITY OF ALBERTA

MOTIVATIONAL ORIENTATIONS OF NATIVE ADULTS IN NORTHERN ALBERTA

by

SHIRLEY STEINLEY ©

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

DEPARTMENT OF ADULT, CAREER AND TECHNOLOGY EDUCATION

EDMONTON, ALBERTA
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled MOTIVATIONAL ORIENTATIONS OF NATIVE ADULTS IN NORTHERN ALBERTA submitted by Shirley Steinley in partial fulfillment of the requirements for the degree of Master of Education.

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Date January 20, 1995

ABSTRACT

The purposes of this study were to examine the motivation of native adults who were participants and nonparticipants in further education classes, to look at possible barriers that prevent participation, and to compare the demographic and background characteristics of the two groups.

The literature reviewed focused on the situation in adult education as it affects Canadian natives and on theories of motivation and participation.

The study was based on a survey given to 135 native adults from northwestern Alberta. Two groups participated in the study: participants in further education and those who had not participated. A four part questionnaire gathered information on motivation for participation and nonparticipation, perceived methods of increasing participation, and demographic and background of the respondents. Interviews with selected respondents were also undertaken.

The data collected were analyzed using the Statistical Package for the Social Sciences (SSPS, 1990). The analysis consisted of frequency and percentage distributions for motivations, methods, and demographic information. Means, standard deviation, and ranking were compiled for motivations. Six motivational orientation factors were identified. Demographic comparisons between the participants and nonparticipants were made. A list of suggested courses was compiled in order to give the Band some indication of the type of adult education the respondents preferred. Relevant comments from the interviews were noted.

The greatest motivations for participation in further education for native adults were to improve qualifications and advance in the workplace. A desire for social contact was also a major motivator; it accounted for 28.6% of the variance. Besides "social contact" the other factors in order of importance were: economic advancement, social stimulation, education/community improvement, personal relationships, and personal development.

For those who do not participate in adult education, lack of knowledge about further education courses and the respondents' personal situations were the greatest deterrents. The greatest help would be to have the courses in the winter in the early afternoon, in a tutorial style, and with transportation available.

This study continues investigations about the motivational orientations of northern Alberta; in this case, one particular cultural group was studied and was found to have similar motivations to those found in similar studies.

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CHAPTER 1

The Problem and Its Setting

Recently Canada's economic scene has been characterized by layoffs and down-sizing and, as a result, many Canadians are finding it difficult to get work. The native Indians of northwestern Alberta have a different problem. Various oil companies in the area, for example Esso, find it practical to include natives in their work force. Hiring a local workforce for short periods of time rather than importing workers at high cost for remote oilfields such as Rainbow Lake makes economic sense. Also the Band wants to replace all non-native people who presently work on the reserve with band members. For these reasons, jobs are available. Native people with skills to do the jobs appear to be limited, however.

In an effort to attain the desired skill level, the Band has made adult education an important part of its economic planning. Courses in adult basic education and short-term work oriented courses have been offered through Fairview College (Banash, 1991) and through Canada Employment. However, many people are still not achieving a possible higher standard of living because of a lack of training.

This study attempted to identify the reasons why adults participate in further education. It examined the reasons why some do participate, at barriers which prevent others from participation, at factors that could increase participation, and at the demographic background of both participants and nonparticipants. These findings should provide a better understanding of the motivation of Canadian aboriginals to participate in further education and could be useful to the Band for future planning.

Statement of the problem

The purpose of this study was to examine the motivation of native adults who were participants and nonparticipants in further education classes, to identify possible barriers that prevent participation, and to compare the demographic and background characteristics of the two groups.

Subproblems

1. What are the reasons why native adults participate in further education classes?
2. What barriers prevent some adults from participating in further education classes?
3. What factors could encourage increased participation by natives in further education classes?
4. How do the participants and nonparticipants compare on demographic and background characteristics?

Significance of the Study

The point made by Rodriguez and Sawyer (1990)in their Native Literacy Report is valid for the native group under study as well as for those in British Columbia which they studied. Their point was that because of the concern that " fewer than half as many native people have completed grade 9 as for Canada as a whole" (p. 15), many educators and administrators devised programs which they felt would improve the educational level of those adults. They believed that the problem with the resulting programs was that they did not always meet the perceived needs of the students themselves. In their research, Rodriguez and Sawyer attempted to find from the prospective students themselves just what conditions were seen as barriers to increasing their education and what conditions would make them want to do so. The present study took a similar perspective.

Canadians as a whole have been traditionally interested in lifelong learning (Selman and Dampier, 1991). That native Canadians are also influenced by this trend is shown by the fact that many reserve have adult basic education and other courses. Most often these concentrate on the basic skills of language arts and math. Once these are obtained the student is usually directed to established programs at a higher level on or off the reserve. Some courses of short duration may also meet the perceived needs of the students by providing direct experience in the exact skills needed for one particular job. These are becoming popular as they lead to quicker employment and thus meet the immediate needs of the students.

This study used the opinions of native adults themselves to learn what would be of interest to them in their own lifelong learning so that decisions taken by planners in adult education would be as effective as possible. The study could advance general knowledge of the reasons why some native adults participate while others are reluctant to participate in further education courses. It could also help native bands in planning courses or providing services which could be used in the future to increase participation of band members in further education and work oriented classes.

Delimitations, Limitations, and Assumptions

Delimitations

The delimitations for this study were:

1. Native adults of one Indian band in northwestern Alberta living in three geographically separate parts of the reserve.

2. Participants already enrolled in adult further education courses as well as native adults who had not previously participated in further education courses.

3. Native adults of the three reserve areas available for the period of July, 1994 to September, 1994.

Limitations

The following limitations applied in this study:

1. Both the cultural and language characteristics of the native respondents limited the researcher's understanding and interpretation of the research results.

2. The wording of the survey instrument may have created a difficulty for some respondents and the findings may be somewhat restricted.

3. The use of purposive sampling and the small size of the area surveyed limited this study so that the results of this study may not be generalizable to other natives and other communities.

Assumptions

The following assumptions applied in this study:

1. Native assistants would be available and could be trained to administer the survey.

2. The assistants would participate wholeheartedly.

3. The adult natives of the band would participate in the survey and interviews.

4. Those people surveyed would understand the questions and provide answers that reflected their true feelings.

5. The questions on the survey instrument would be appropriate for determining motivation, barriers, methods of encouraging participation, and demographic characteristics.

Definition of Terms

For the purposes of this study, the following terms were defined as follows:

Adult is a persons 18 years of age, and out of school for one year, or older.

Band is a level of government in Canada for and administered by natives over a parcel of land termed a "reserve."

Barriers in adult education are those mental, personal, physical, and spiritual reasons which prevent persons from participating in further education courses.

First Nations are those Indian bands on whose land reside status Indians and who are united by this fact.

Further education courses are courses taken by adults, including literacy and work-oriented courses.

Motivation is the desire to participate, in particular in further education courses.

Natives are those aboriginal people of Indian ancestry who have a treaty number with the Canadian federal government.

Participation means that participants are enrolled in and attending an adult further education course.

Reserve is an area of land under the control of a particular band.

Organization of the Thesis

Chapter I outlined the study. It included an introduction, statement of the problem and its significance, subproblems, delimitations, limitations, assumptions, and definitions of terms. A literature review follows in the second chapter. The literature examines information about natives, adult education as it applied to them, and research on the topics of motivation and participation. Chapter 3 describes the methodology used in the study and the way in which the data were analyzed. This is followed in Chapter 4 with a discussion of the findings and an analysis of the results. A summary of the thesis, conclusions and implications for adult education for natives, and suggestions for further research are presented in Chapter 5.

CHAPTER 2

Review of Literature and Research

This chapter contains a selected review of literature as it pertains to the subject of native adult participation in further education. It includes literature which provides a description of the historical background of the area involved, a general overview of native adult education in the area and in Canada, a detailed description of the adult education of the Dene Tha', and contributions from theorists and practitioners who studied motivation and participation.

Historical Background

> To be an Indian is to be a man, with all a man's needs and abilities. To be an Indian is also to be different. It is to speak different languages, draw different pictures, tell different tales and to rely on a set of values developed in a different world. Canada is richer for its Indian component. (Indian Affairs and Northern Development, 1974, p. 1)

With these words, the government of Canada under the then Minister of Indian Affairs and Northern Development, Jean Chretien, issued a statement outlining its policy in 1969. The document goes on to say, "The Government believes that its policies must lead to a full, free and non-discriminatory participation of the Indian people in Canadian society" (Indian Affairs and Northern Development, 1974, p. 5). As Canada's Prime Minister, Chretien can still find this aim valid.

Many of the problems of motivation and participation among native Canadians arise from the effect of European settlement on the traditional native cultures. The resulting organizations and attitudes have not always been positive, so that the challenge of today is to find a workable solution to the tensions that have evolved. A brief consideration of the history of the area may help to illustrate some problems and some strengths that influence today's situation for adult native learners in Canada.

Early History

Keith Crowe, (1992) in his book A History of the Original Peoples of Northern Canada, briefly described the Dene people between Lake Athabasca and Great Slave Lake, those now known as the Dene Tha'. These separate groups lived a lifestyle similar to the larger, more northerly Dene, although the Dene Tha' used moose as their main source of livelihood, because they were not in the migratory path of the great caribou herds. Hunters often followed the moose for days using snowshoes and dropping the animals with arrows. In the winter groups of 10 to 30 kinfolk camped together. The groups combined for a short time in the summer, and formed a band of about two hundred people (Asche, 1988).

Crowe (1992) described the people as "small and separate bands of Slavey people (who) were not warlike" (p. 49). The groups were not viewed as a distinct tribe of Slaveys until after the Europeans came.

Further details of the changes which affected the north -- the coming of the fur traders, the gold rush, the explorers, and the church missions -- which resulted in the "rule of the Big Three: police (RCMP), trader (The Hudson's Bay Company), and missionary" (p. 176) were also clearly described by Crowe (1992).

The Slavey in Alberta were included in Treaty # 8 between 1899 and 1911, with the Dene Tha' signing their part on June 21, 1899. According to the article by Asche in The Canadian Encyclopedia (1988), the period between European contact and World War II found the tribes still living for most of the year in small, kin-based communities in spite of the presence of many non-Dene. They continued eating their traditional foods of fish, small game, moose, caribou, and berries. They continued to speak their own languages and to raise their children in the traditional manner.

After World War II, the federal and provincial governments became more involved with native concerns. They tried to soften the impact of the changes in society on the northerners, often with good intentions but with little dialogue with the natives themselves. From the time of Confederation the concerns of natives had had special attention, first under the secretary of state and then, in 1880, a separate Department of Indian Affairs. In 1966 the federal government formed the Department of Indian Affairs and Northern Development to help with the changes and needs of native society. This department assumed a major role in the lives of the native people of Canada. New government programs brought health care and schooling to the reserves. At the same time the fur trade decreased in importance. The result was that many people moved into the local communities and sent their children to school, although recent studies show that the traditional foods have remained important (Asche, 1988).

Early Northern Education

Education in the north, according to Crowe (1992), followed the old Indian and Inuit ways where parents and other adults were role-models who showed the children all they needed to know in life. With the rapid changes that took place in northern society after the coming of the Europeans, the adults themselves did not have the skills demanded by the new society. Because of this the missionaries changed the educational pattern by building schools and gathering children for teaching them in the European way.

Crowe (1992) credited the missions for doing their best, but cited problems with untrained teachers, few good educational materials, the removal of children from their homes for long periods often without communication, and the emphasis on religion instead of mathematics and science. He felt, however, that the value of the education outweighed the problems caused by the way the children were removed from their parents, language, and customs.

A different picture of the residential school system was presented by Alice Kehoe (1992) in her book North American Indians. Crowe (1992) was writing, of course, about Canadian natives; Kehoe (1992) wrote about all of North America, but mostly about the United States, especially about Alaska. Her account of the residential system stated:

> The United States had made some serious efforts to school Alaskan Dene children by shipping youngsters from the age of five up to residential schools in Alaskan cities or farther south, efforts that saw annual roundups of weeping children torn from agonized parents and herded onto planes. The Canadian

> government had relied upon missions, which, with more limited funds, had concentrated upon saving orphans rather than up-rooting all children. (p. 532)

This description of Canadian practices does not agree with testimonies given extensively in Canada (and heard personally by the researcher on many occasions) which indicate the Alaskan experience was widespread and more than just orphans were affected in Canada.

A serious fault in the education of northern native people, according to Crowe (1992), was that adults were neglected; the fur trade, the Indian Act, and the system of government of Canada were not explained to the majority of the adult population. Crowe (1992) stated, "No people can remain strong and happy if the adults, who must make a living and make decisions, do not fully understand the world around them" (p. 199). This was the case with adult Inuit and Indians.

A change came in 1931 when the Hudson's Bay Company produced in English and the eastern Inuit language for adults, The Eskimo Book of Knowledge. This was intended to educate adult Inuit about health, saving, game preservation, laws, and the changes coming to the north. It suggested that the book be read by those who could read and then discussed in the camps and igloos. A start to adult education had been made.

Even in later years, however, after World War II, the native cultures and customs did not influence the educational pattern to any great degree. Officials felt education was needed to allow the natives to make a living in general Canadian life, possibly in the south as the north did not seem to offer opportunity for the maintenance of a stable lifestyle. As a result the schools, usually with English or French speaking teachers, removed the young students from their traditional way of life and left them with an "in-between" feeling.

removed the young students from their traditional way of life and left them with an "in-between" feeling.

Teaching of adults began in Manitoba and Saskatchewan after World War II, but the federal government's first venture into that field was not until 1950 when it produced a booklet for teaching elementary English and budgeting to Inuit. Other booklets followed, including the Q-book (1964) containing information about government, health, and education. Gradually a new group of native people who better understood the modern world emerged. Most of the people though, in spite of the social and economic problems of the north, choose to stay among their own relatives and familiar scenery. According to Crowe (1992), "Native society in the North is still healthier than many parts of society in the great urban jungles of the world" (p. 236).

The federal government's primary responsibility for native education in Canada under the Constitution Act of 1867 was included in the phrase, "Indians, and lands reserved for Indians," as the Indians were given to its care so that it could "make Laws for the Peace, Order, and good government" for Indians (MacPherson Report, 1991, p. 7). In 1876 a further reference was made to the federal government's duties in the field of education. The 1876 version of the Indian Act gave the chiefs the power for the "construction and repair of school houses..." (Indian Act, 1876, Ch. 18 [63, #6]). The 1906 changes to the Act gave a more detailed list of educational responsibilities; it required compulsory schooling for children to age 16 and undertook to provide schooling only until students reached 18 years of age (Indian Act, 1906, Ch. 81, [10]).

The Dene Tha' adhered to Treaty # 8 in 1899. The reference to education in this document stated, "Further, Her Majesty agrees to pay the salaries of such teachers to instruct the children of said Indians as to Her Majesty's Government of Canada may seem advisable" (Treaty No. 8, p. 13). This provision did not include adults, so continual negotiations between the native bands and the federal government have been necessary. The postsecondary agreement mentioned later is the result of such negotiations.

David Perley (1993) wrote about the "colonial education" given to Canada's aboriginal people. The difference between the education available and the perceived needs of the people led to apathy; this caused the native people to do badly in school, with a higher drop-out rate and lower grade levels achieved. (Often the native student was a year behind non-natives in grade level.) Native students usually chose more general, vocational, or practical high school programs as compared to non-natives who selected mostly academic or college preparation courses. Native people often did not experience advancement socially, economically, or politically.

To many the care given by the federal government has often seemed paternal to the degree that in some areas the natives felt they had no control of their own destinies. Recent years have found a strong fight on the part of natives for control in many areas, including education. This fight has met with considerable success. In the area of education, there remains only one federally run school system in Alberta, and the rest of Canada is following suit. Band controlled schools are now the norm for early grades, although not always for higher education. Many problems still need to be solved, but the natives themselves are dealing with them much more frequently than before. The next section looks at what is taking place in native adult education in Canada.

The Native Adult Education Situation

Postsecondary Education

There is now a separate program Canadawide through the federal government to help native students in postsecondary education. The Postsecondary Student Support Program provides allowances for tuition, travel and living expenses for students in community colleges, undergraduate programs, or professional, master's or doctoral programs. In 1988-1989 the Department of Indian and Northern Affairs (DIAND) spent $122 million to support 15,600 Indian postsecondary students (MacPherson Report, 1991, p. 8).

The National Indian Brotherhood (1988) was very concerned about postsecondary funding; in its "Declaration of First Nations Jurisdiction over Education" it stated:

> Postsecondary education must be made non-discretionary by the federal government. First Nations view postsecondary education as absolutely essential. Postsecondary education is necessary to provide First Nations with well qualified personnel for effective self government and for the management and operation of effective school systems. Postsecondary programs must be funded at levels which reflect inflationary costs and enrollment increases. The federal government must place a moratorium on cutbacks in postsecondary financial assistance to students. (p. 31)

The Declaration went on to suggest funding for initiatives, improvements, new First Nations postsecondary programs, culturally relevant curriculum, aboriginal language programs, training, student support services, and for extra-curricular activities and programs. It also expressed the belief that adult education had been neglected for many years by the federal government. Concern was expressed that after adult education was removed from the education program of DIAND and given to the DIAND economic program in 1980 it was no longer of first priority. The Declaration continued:

> First Nations demand that access to adult education must be considered as necessary as access to elementary, secondary, and postsecondary education. It is the responsibility of the federal government of honor its obligation to resource First Nations education at all levels. (National Indian Brotherhood, 1988, p. 102)

Need for Adult Education

A booklet, Highlights of Aboriginal Conditions, 1981-2001, published by Indian and Northern Affairs Canada in 1989 painted a slightly more encouraging picture without denying the need for more to be done in the field of adult education. The conclusions which they reached relative to this discussion were:

(a) The level of educational attainment among aboriginal people was improving. Fewer Indians were functionally illiterate although the percentage was still considerably higher for aboriginal people than for other Canadians. (Functional literacy in this document was set at having a Grade 9 education.) According to the 1986 census, 45% of Indians on reserve were functionally illiterate, twice as many as for Indians off reserve and for people living near reserves.

(b) The percentage of Indians who were completing high school was increasing, although in 1986 there was a 22% rate for completion of high school for on-reserve Indians as compared with 55% for Canadians as a whole.

(c) Indian enrollment in postsecondary institutions was dramatically increasing. Between 1981 and 1988, the number increased 91 times from 60 students to 5,464.

(d) Employment is the major source of income for only half of all status Indians, both on and off reserve, compared to 70 percent of all Canadians.

These figures showed that, although much has been done, translating improvements in education into economic gains still remains a goal for the future. The report concluded that better education itself will not guarantee labor market success. A more educated workforce also needs meaningful and rewarding work.

In their research project about native literacy in British Columbia, Rodriguez and Sawyer (1990) pointed out that native adults have been shown statistically to have exceptionally low participation rates in education. They found that fewer than half as many native people have completed Grade 9 as for the rest of Canada and thus are assumed to have a high rate of illiteracy. They looked at the nature of the problem and its possible solutions by asking the learners themselves.

Another examination of native literacy was undertaken in Saskatchewan resulting in an Aboriginal Literacy Action Plan (1990) that outlined suggestions for practitioners. The writers stated that there were disproportionately more aboriginal people than non-natives who were illiterate and who therefore had fewer real choices in life. They pointed out that labor force development in Canada will require an increasingly educated and skilled workforce in the future. Basic literacy, the ability to read and write at a Grade 5 level, was no longer enough. Functional literacy has come to mean those who have completed Grade 12. The prediction that 64% of new jobs by the year 2000 will need more than twelve years of education -- possibly up to 17 years -- meant that the lower level of literacy was simply not enough. Only a higher level of learning will enable natives (and others) to function fully and effectively in the community. As the aboriginal people have been a "fast growing segment of the population" (p. 3) their importance to Canada's economy will increase. This has made early intervention important.

The Standing Committee on Aboriginal Affairs under Ken Hughes, M.P., (1990) looked at native literacy issues. It felt that definitions of literacy were culturally relative and depended on the purpose of literacy in the population group concerned. At the same time, it agreed that the UNESCO standard of the attainment of Grade 9 as the statistical standard for literacy was not too high. As was pointed out, even traditional trappers needed to know about bank accounts and licensing forms. The statistics of the 1986 census, as indicated earlier, showed the educational picture was improving. However, the Committee was concerned about the accuracy of the figures for three reasons: (a) the loss of skills by those barely literate when leaving school, (b) the passing of some children to a higher grade despite the lack of the necessary skills (social passing), (c) and high rates of age-grade discrepancies in the aboriginal population (perhaps indicating difficulties in the acquisition of literacy skills). The Committee pointed out too that one problem facing natives was that of securing reading material relevant to their lives and in the native language.

The trend to band-controlled schools seemed to be having a positive effect on reducing dropout rates, according to the Committee. However, since few bands have high schools, a rate of 80 to 90 % for dropouts remained at that level. It found that the idea of lifelong learning was consistent with native traditional and contemporary views, but was hampered by uncertain funding and lack of relevant materials.

An important point concerning women and literacy was made by the Committee. It stated that, in their roles as mother and as examples in seeking education, they strongly influenced their children. The 1986 census showed that more aboriginal women than men have graduated from high school and university in spite of the fact that low self-esteem was often a problem for native women. The presence of schools on the reserves was very important to women because they no longer needed to leave their homes to continue their education. Women with young children, however, were often reluctant to take educational courses. Their needs of survival and caring for the children were first priorities, but the mother was often in a poor economic position as a result. This, of course, affected the future of both the mother and the child.

Barriers to Education

It has often been difficult to gain access to people with low literacy skills. Robert Barnes (1965), in research about Adult Basic Education, wrote:

> It is difficult to accurately identify the functionally illiterate adults in a community. Although they are overrepresented among the aged, poor, unemployed, immigrants, imprisoned, ethnic minorities, and those on welfare, they are underrepresented in Census reports in part because many persons with low levels of literacy tend to over-state their proficiency level. (As cited by Knox, 1967, p. 7)

Barriers to participation in adult education exist in any community. In a study in 1982 of participation rates in organized adult education, Rubenson (1983) found educational attainment and age had the strongest influences on participation. The higher the education level, the greater the participation. White collar workers participated more than did blue collar workers. There was a decline in participation after the age of thirty with a sharp decline after age fifty. The two factors interact: among the older group those with the least education showed the least participation. Sex and income (if viewed apart from age and education) were not of great influence. His study of the literature led him to conclude that the strongest motives for participating were work and personal satisfaction (one third of participants). Practical use of knowledge, preparation for new jobs, changing from child care to gainful employment, women wanting to "get out of the rut" and "see new faces," and recreational reasons were also motivators (p. 9).

Situational barriers were most influential, especially those of time and money. Rubenson (1983) pointed out that the question of how one chooses to use time may be more important than the actual time available. This held true for money as well; the ability to pay did not mean a willingness to pay. Cost was found to be a greater deterrent among those in the lower socio-economic group. On this topic, a study by Cross (1981), found that females were the only population group where the majority paid for educational costs from their own funds, so cost became a more important consideration. Lack of child care or lack of transportation was also often a concern. Child care problems were more important, although for specific groups transportation problems had a large impact.

Dispositional (personal) barriers, such as lack of interest, were found in Rubenson's study (1983). Fear of not being able to succeed was of greater importance among older people. Negative attitudes to adult education was strongest among lower socio-economic groups.

Cross (1981) identified institutional barriers which fell into five categories: scheduling problems; problems with location and transportation; lack of courses that were interesting, practical, or relevant; problems related to registration, attendance, and time; and lack of information about procedures and programs. These problems were greatest at the college and university level.

Recommendations for Adult Education

The National Indian Brotherhood at a Special Chiefs' Conference on Education in Ottawa (1991) made recommendations about adult education of natives. It wanted to have postsecondary education a treaty and aboriginal right with the First Nations having full jurisdiction over education and funding from the federal government. The Brotherhood suggested education authorities work more closely with social services to encourage more education and less need for Social Assistance. It requested more aid for support services, particularly day care and Life Skills and also wanted more training dollars for adults in grades 8-12.

The problems and importance of native literacy and other education have been clearly depicted in the literature. Various groups concerned with the problem have been identified and have made suggestions for solutions; indeed, much has been done. However the ever increasing level of education needed to make people "functional" gives all who are connected with education an ever-changing goal. The difficulty of finding those who are illiterate has been pointed out in the literature; this problem was evident in the current study. Other barriers to adult education were examined: age, level of education held, availability of time and money, and such personal barriers as lack of interest and fear of failure. The historical background for many of the natives' problems is of continuing interest as natives and non-natives grapple with the resulting situation; in particular, stresses from the residential system of education continue to influence (to varying degrees) the course of education today. More information specific to the local area will follow in the following section.

Local Conditions in Adult Education

Economic statistics

The Dene Tha' reserve is made up of six parcels of land. A population survey done by the Dene Tha' First Nation in June, 1993, gave the following figures for the three populated areas of the reserve:

Assumption (Hay Lake I.R. #209) had a total population of 972 residing on the reserve with 875 being Dene Tha' band members. Bushe River I.R. #207 had a total population of 145 residing on the reserve with 131 being Dene Tha' band members. Meander River (Upper Hay River I.R. #212) had a total population of 339 residing on the reserve with 316 being Dene Tha' band members.

Because of the differing sizes and distances from larger settlements, the three parts are noticeably different. Assumption has the largest population and is farthest from High Level. The result is that the traditional practices are most firmly entrenched there; the local Band Education Authority runs the school (Kindergarten to Grade 12) and the Dene language is common. Bushe is smaller and very close to High Level and most education

(Kindergarten to Grade 9) is under the care of Fort Vermilion School District #52; high school is taken elsewhere, usually in High Level. It lies midway between Assumption and Bushe in changes to the traditional lifestyle.

In the 1991 Census, the Economic Services Branch of Statistics Canada reported these facts about the First Nations' members of Zone 5 (which includes the Dene Tha' Reserve):

(a) There were a total of 3,290 (1,680 males and 1,625 females) from the age of 15 up; this group was classified as the "Working Age Population." Of these, 1,455 were in the labor force, with 985 employed and 490 unemployed; the unemployment rate was 32.3%.

(b) In the same age group, 45% of the people had less than Grade 9 with 15% employed; 31% had Grades 9-13 without a certificate or diploma with 32% employed; 4% had Grades 9-13 with a certificate or diploma with 46% employed; 2% had trades with certificate or diploma with 67% employed; 16% had other postsecondary education with 50% employed; 1% had university without a degree with 75% employed; and 1% had university with a degree with 80% employed. The economic correlation between education and employment is strong in the first Nations of Zone 5.

(c) The majority of the employed worked in Business, Community & Personal Services (33%) and Public Administration (25%). Primary industry (12%), Construction and Trade (10%), Manufacturing and Transportation and Other Utilities (5%), and Finance, Insurance & Real Estate (2%) made up the other categories of employment.

and Trade (10%), Manufacturing and Transportation and Other Utilities (5%), and Finance, Insurance & Real Estate (2%) made up the other categories of employment.

A report on "Early School Leavers in Northern Alberta," prepared under the sponsorship of the Northern Alberta Development Council (1984), found facts about education that referred directly to the natives of the area in which the Dene Tha' reside. These were:

(a) Those who left before 16 likely came from remote and isolated areas,

(b) Native leavers tended to complete fewer grades than Caucasian; 1/2 of the native leavers left before Grade 9 completion as compared to 1/5 of Caucasian,

(c) One fifth of the leavers spoke Cree or another language in the home (p. 8).

These conclusions pointed to the need for adult education classes among the Dene and other native groups as it did not appear that their educational needs were being taken care of in the regular school system.

These figures showed the number of people who could be involved in adult education, the varying kinds of communities in which they lived, and the occupations in which they currently worked. The problem of early school dropouts illustrated the challenge faced by native adult educators. The Census figures showed that the better the education the adult had, the better the chance of employment. They also showed that employment was presently concentrated in the two categories of business and administration. The possibility of broadening the scope of employment choices is another of the challenges facing native adult education.

Dene Tha' Adult Education Center

Jim Wolfe (1994), the Acting Coordinator of the Dene Tha' Adult Center, stated that the emphasis to be placed on adult education on the reserve should be to find the inherent cultural strength so that that strength can be used to help people cope better with the outside world, in local industrial jobs, or in education. He gave an example: According to many linguists, the language used shows the relationships between the person and the universe. Dene is the first language of the people and uses word pictures extensively (e.g., "picture" is "paper stick"). He felt that the visual or sensory imagery of the language can be used to enhance functuality in another society or an outside job setting.

Wolfe (1994) credited the successes of the Adult Education Center with positive personal relationships between instructors and students. He believed that the people did not adapt to a system or program but to people. The present Literacy program was directly attributable to home visits made by himself and the Literacy instructor in the spring. The students stayed if they felt successful.

The greatest problems that prevented adults from taking part in further education courses, in Wolfe's (1994) opinion, were these: low self esteem based on past failure; lack of social skills because of dysfunctional family structures that had developed in the past; substance and alcohol abuse; family violence; young mothers whose husbands did not see "baby-sitting" as a valid activity; money problems since school attendance meant additional expense; and a fear of changing the status quo.

In order to solve these problems, Wolfe (1994) felt a need to develop a positive attitude in the community in general, so that people could feel proud of their own health and success without feeling that other people were going to drag them down as a result. The community attitude would have to change, but that would take years to accomplish. In the meantime, he believed the Center must do what it could with the students it presently had -- a little more every day.

Healing Initiative

As reported by Wolfe (1994), the present Band Council has undertaken a "healing initiative" with the view of getting away from any negative feelings that were the legacy of problems from the past. Every service sector of the Band was obliged to direct its efforts toward some form of healing for the hurts in the community. It realized that as long as things remained the same, the cycle of welfare dependence would continue. All of the Band's policies were, therefore, directed toward encouraging or coercing people in the community to avail themselves of educational opportunities, employment opportunities, training programs, and the like.

One of the methods the Band promoted was to have all departments under its control encourage educational improvement for its workers or its clients. As a result, Social Development tied its form of payment to school attendance for those who were employable but on social assistance. Their expenses would be covered through vouchers at the local store where selection was limited rather than through cheques which could be spent anywhere. The Education Authority also entered into dialogue with probation officers, the court system, and treatment centers to have their clients enter into educational programs as part of aftercare.

The healing initiative has been a positive effort to rid the native people of the effects of the problems of the past. It has been positive in that, besides talking about problems, there has been an attempt to do something about them. The Royal Commission of Aboriginal Peoples (1993) heard submissions from various aboriginal groups as to what problems were current. Those of alcohol and drug abuse, crime and imprisonment, family violence, health problems, and tensions caused by the residential school system were mentioned. The aim of the initiative was to have "good health" shown in every part of life: education, employment, language, justice, family relations, and spiritual values.

Again in April, 1994, the Commission called for healing through greater control and participation in education, for more flexible and relevant forms of education, and for greater emphasis on aboriginal languages and on the participation of elders.

Another aspect of healing through relevant forms of education was touched on in a report to the International Conference of Adult Education in Sweden in 1991 by Lillian Holt (1992), an Australian aboriginal. Holt (1992) called for the need of a system which incorporated spiritual education as well as physical and mental elements. In her view the present system was turning out "skilled barbarians" because of the emphasis on knowledge and intellect. She thought that through questioning some of education's processes the entire human race would be enriched and healed. The question that must be asked, she explained, by aboriginals and others was, "How (do we) survive in an increasingly complex and technological society, where skills are necessary and badly needed whilst, at the same time, enhancing our own spirit and identity?" (p. 20). Her answer was to have education taught holistically with consideration given to all three aspects of life -- intellect, physical body, and spirit.

A Cree woman from Winnipeg, Gwen Merrick (1991), called on the use of the philosophy of education common to the Cree, Ojibway and Dakota people to prepare aboriginal people to overcome the barriers to education, both academic and non-academic. The barriers she saw as being: "Racism, low estimates of student ability and low expectations for success; treatment as a member of a group rather than as an individual with differing needs, aspirations and experiences; demeaning comments about cultural activity; sabotage by family and friends; and loneliness"(p. 19). She saw the individual as a circle with interacting parts which must have equal treatment, the emotional, physical, spiritual, and intellectual. The negative emotions held by aboriginal people had created a barrier which must be overcome before success could be found in any "daily endeavor." Physically, she called for fasting to rid the body of pollutants, for a "time and space to think, experience peace and synthesize what has been learned" (p. 20). Spiritual concerns referred to the nourishment and protection of the individual spirit rather than to organized religion. Intellectual endeavors, she felt, were "relatively easy to acquire" if the person were otherwise strong. As a solution to the problems facing aboriginal people, she called for an adult education center based on aboriginal philosophy and dealing with individuals in a holistic way, a healing center with academic preparation included. She agreed with Wolfe that there is no "quick fix" to the problems.

Concrete steps have been undertaken to create a healthier, more satisfying climate in which adults can learn on the Dene Tha' reserve. The efforts of the Adult Education Center and of the Band through its healing initiative show positive steps being taken to solve the educational and social problems of the reserve. These steps appear to fit closely with the findings of researchers and writers in motivation studies.

Theories of Motivation

Theorists and Theories in Motivation

Maslow. The Theory of Human Motivation by Maslow (1954) illustrated that the satisfaction of needs and not just denial of such can be motivating to an individual. He differentiated between "deficiency" and "growth" motivation. Maslow's list of human needs began with the basic physiological needs on which physical survival depended. His theory was that this need must be at least partly satisfied before the individual could give any thought to the next highest need, safety needs. The entire organism was dominated by the basic need until such time as some satisfaction was obtained. This was true of all the needs which Maslow listed: physiological, safety, love and belongingness, esteem, and self-actualization (cognitive, and aesthetic). He pointed out that a person who had been habitually satisfied in any one area was better able to later withstand similar deprivation than one who had been habitually thwarted in that area.

Vroom. Vroom (1964) did research on problems of individual behavior in the area of work: behaviors which affect or are otherwise relevant to the work people perform, occupational choice, job satisfaction, and job performance. He assumed that an individual's work behavior was motivated in that the actions of the individuals could at least partly be accounted for by their preferences of outcomes and their expectations of the consequences of their actions.

Vroom (1964) accepted the idea of hedonism as outlined by early writers (e.g., the Greeks and John Stuart Mills) which assumed that behavior was directed toward pleasure and away from pain. Instead of viewing the resulting behavior from a *historical* approach in which behavior was considered to be based on previous experiences, Vroom opted for an *ahistorical* (cognitive) approach. This was based on the assumption that the choices a person made among several were related to psychological events occurring at that particular time. In Vroom's model, a person's choice of alternative courses of action depended on the relative strength of forces: valences (preferences toward a particular outcome) and the degree of expectancy as to whether an outcome would actually be attained.

In his discussion on the motivational bases of work, Vroom pointed to two conditions which affected the likelihood that people will work: economic conditions and motivational conditions in which people must prefer working to not working. His concern was with the motivational aspects of working, and he looked at five types of motivation: the provision of wages for survival and comfort, the expenditure of mental or physical energy which was basically satisfying to people, the contribution to goods and services, the provision of social interaction among people, and the definition in part of a social status to the person.

Adler. Adler and others (as cited by Birch & Veroff, 1966) looked at motivation from the prospect of "power goal-attainment" (p. 76). In that case a person learned through his or her development to control the environment and received satisfaction in the degree in which influence was attainable. There was often an attempt to influence a change in another person's decision which came from "conditions of deprivation," especially from socially deprived groups who had a strong desire to attain power.

Weiner. The attribution theory of Weiner (1972) held that a person can be motivated by the perceived causes the person gave to explain failure or success in a particular undertaking. Weiner felt that human beings were motivated to understand their own behavior and to search for explanations. Their answers as to cause affected their future behavior as past information led to cognitive change and future action. The eight steps of Weiner's theory were: success or failure occurred, general emotional consequences formed, antecedent information was used cognitively, the past influenced a choice of reasons (causes) for the results of this situation, this cause was evaluated to see how it could be handled, a decision was made as to how to feel, a decision was made about what would probably happen in the future, and a behavior was chosen (as cited by Tuckman, 1991).

Kidd. According to Kidd (1973), motivation of adults was important to learning. Kidd thought that adults of all ages could learn if motivation was present. He explained that adults of higher intelligence tended to undertake learning more frequently, but with motivation all adults could learn to the extent of their capabilities. Motivation and continued use of the faculties were the determining factors; deficits in learning were connected to disuse of powers. Learning was aided by having clearly formed goals, clear understanding of the problems and possibilities present in the learning situation, definite stages of accomplishment shown in the planning process, and involvement of the learner in the evaluation of the accomplishment.

Kidd (1973) found that motivation was primarily due to emotions not to intellect. The feelings of self-esteem, fear, jealousies, respect for authority, need for status and prestige were part of the learning process. These feelings were stronger in adults than children, although the adults had developed more elaborate coping strategies. Adults faced two main emotional barriers to participation in education: first, that adults have until recently been considered to be poor learners and, second, that many have the burden of unpleasant childhood educational experiences. Those who associate schooling with defeat and failure often stay away because they are "too busy" (p. 96) to partake in more education.

Adults at varying stages have different views of time and that can be motivational to learning, according to Kidd (1973). If time was considered to be limited, stronger motivation often spurred the individual. Older people reacted in two ways -- they worked hard to finish a task or they resigned themselves to never finishing and were unmotivated. Kidd (1973) found the relationship of people towards time to depend on age, culture, and social group. In general, he found, middle-class people had a greater sense of being able to postpone things to a future date than did working-class people. The latter considered future rewards or sanctions to be too uncertain to make them willing to postpone immediate gratification of desires. One other strong motivator in most educational endeavors undertaken by adults was social involvement which Kidd (1973) believed to be an excellent basis for much learning.

Knowles. Malcolm Knowles (1978) considered that adult learners were motivated by a proper "environment of learning" (p.109). An andragogical model of educating enabled adults to find a new kind of education which made the education process more attractive with its emphasis on process rather than just content. This method transmitted procedures and resources that helped adults acquire information and skills. The andragogical model involved developing a positive learning climate, formulating plans together, discovering needs and then setting goals, planning the actual learning, using suitable techniques and materials, and evaluating the process by both the educator and the learner. The positive learning environment required that attention be paid to the physical situation, human or interpersonal climate, and the organizational climate; all could be strongly motivational.

Cross. The "Chain-of-Response" Model put forth by Cross (1981) attempted to establish a theoretical basis for ideas arising from studies of Miller (1967), Rubenson (1977), Boshier (1973), and Tough (1979); these studies were cognitive in that they gave the individual some "control over his destiny" (p.123), were based on analysis of the interaction between an individual and his or her environment, were concerned with the individual's perception of the situation, and included the concept that a person's self-esteem could determine participation in further education. The Chain of Response Model viewed participation as a flowing stream which changed as did the individual's relationship with his or her environment. The decision to participate in further education was influenced by six variables: self-evaluation, attitudes about education, importance of goals and expectation that participation will meet goals, life transitions, opportunities and barriers, and information. Changes in any variable would result in more or less participation.

Buck. The approach to motivation taken by Ross Buck (1988) placed emphasis on the effect of emotion. Buck claimed that motivation, emotion, and cognition must be considered together. He presented an integrated model of motivation and emotion which he termed "developmental-interactionist" (p. 10) which emphasized the importance of the interaction between the biological, cognitive, and linguistic systems of behavior control which an individual experienced. In his model, motivation was viewed as a "potential for the activation and direction of behavior that is inherent in a system of behavior control" (p. 10). Emotion was defined as "the process by which motivational potential is realized...when activated by challenging stimuli" (p. 10).

Buck (1988) described motivation and emotion in a hierarchical manner with old systems of behavior being covered but not destroyed by new systems. He told of three different systems of behavior control at different levels of organization: a primary biological system, a cognitive system based on human experience, and a system of behavioral rules based on language. These systems interact but control behavior in different ways, depending on the unique developmental history of the individual. The motivation acted on the emotion through challenging stimuli and resulted in cognition, expressive behavior, or automatic-endrocine-immune system responses. These served the purposes of subjective experience and self-regulation, spontaneous communication and social coordination, and adaptation and/or homeostatis.

Tuckman. Tuckman (1991) defined motivation as "what propels and directs people" (p. 298). He believed that one contributor to motivation was self-efficacy, the belief in one's ability to perform successfully. Studies have shown that if a person saw someone with what he or she considered equal ability and that someone was able to perform a task, that person felt confident of being able to do the same thing. The more similar the model to the observer, the greater chance there was that the observer would feel able to perform the same act. The effect of modeling was shown to be very positive if the results brought a valued outcome; if the results were punishing, there was little likelihood of the observer imitating the action. To increase self-efficacy he recommended that specific self-determined goals be set, that commitment and incentives (both internal and external) be incorporated in the process, and that personal control over the learner's behavior be maintained.

The various aspects of motivation that have been presented by the theorists show the wide and differing nature of the motivational influences affecting adults in an educational undertaking. In summary, people are motivated by the expectations they bring to a situation, for example, participation in further education courses. Many things influence these expectations: trying to control a personal environment, career and life changes, the satisfaction of needs at varying stages, the desire to get "out of a rut," and the effect of modeling that is occurring in the community. These and other influences can have varying degrees of impact on an individual; certainly both emotion and cognition are involved in the decision-making process for each individual. If, in today's climate (environment), other options appear to the individual as available and beneficial, the choice to participate in adult education may not be made. However, if the other options appear as few and unrewarding, adult education may present the best path to the individual's goal in life and will probably be chosen. Expectation is the key.

The line between motivation and participation is unclear because if motivation is strong then participation results. This, of course, has been evident in the area of native adult education. Some researchers have done work specifically on the topic of participation. The following section reviews some of this literature with the knowledge that they are not really separable from the theories about motivation.

Research into Participation in Adult Education

The decision about participation would be easier for adults if they knew what skills and knowledge they would actually need for a harmonious future life. Since this is not the case, adults make decisions on participation in education for various reasons. Some of the studies about participation are reviewed in this section.

The following poem by Jack Mezirow (1994) sums up the dilemma of participation:

On Needs

The trouble with needs
Is that what you need to know
Is what your needs would be
If you knew more
About what you need to know. (p.8)

Researchers in Participation Studies

Lindeman. Eduard Lindeman (1926), who brought the ideas of adult education to America in the 1920s from Germany, believed that adults participated in further education for several reasons. He listed the needs for career change, job retraining in a changing world, and homemakers looking to reenter the workforce. Life change situations caused a need for more and different education. Lindeman thought highly of a society that valued learning for its own sake; the person who undertook the learning he viewed as a "national treasure." It was "good news for a society when an individual wishes to learn something -- provided it's not Burglary 101" (Stewart, 1987, p. 237). A basic belief held by Lindeman (1926) was that adult education was an effective instrument for social activists. Sooner or later, he held, all adult education groups become social action groups and work for a betterment of society.

Houle. Cyril O. Houle (1963) also studied the reasons why adults engaged in further education. After interviewing 22 continuing learners who were conspicuously engaged in learning, he concluded that there were three types of adult learners: "goal-oriented," who had specific goals in mind; "activity-oriented," who found rewards, often social, that were not intrinsic to the lessons being taught; and "learning oriented" who sought knowledge for its own sake (p. 15). He believed that the groups overlapped, but that each group showed its clearly discernible central tendency. According to Houle (1963), continuing learners had several characteristics in common: "They have goals; they enjoy participation; and they like to learn. Their differences are matters of emphasis" (p. 29).

Mezirow et al. Increased enrollments resulted when educational facilities were scattered, although learning improved in clustered facilities, according to information provided by Mezirow, Darkenwald, and Knox (1975) in their study of Adult Basic Education in larger cities of the United States. Scattered locations were advantageous in the amount of traveling time needed and better fit to the life-style of students, but access to resources was often a problem. Other contributing factors for increased enrollment were provision for transportation, longer hours, continuous enrollment, positive terms for naming the facility, setting of realistic goals, checks on absenteeism, child care, job counseling and placement, and using social events and ceremonies.

Irregular attendance and a high drop-out rate have been common and continual problems facing many adult education courses. Studies found that work and family responsibilities affected both. One survey found the factors for drop-out were (in order of frequency): change in work schedule, discouragement over amount of progress, child care problems, and moving away (Mezirow et al., 1975).

Boshier. According to Boshier (1980), adult participants in adult education were "problem-oriented, had interests which straddled several disciplines, were part-time and willing to undertake education on a stop-start basis"(p. 3). In response to Houle's (1961) typology of the types of motivation shown by adult learners, Boshier (1971) undertook a study to verify Houle's typology, find a less subjective method of studying the problem, and develop an instrument that could be used cross-culturally. Using Houle's ideas as well as those by Sheffield (1962, 1964), Boshier developed his first questionnaire on adult motivation, the 48 item Education Participation Scale (F-form), in 1971. After extensive world-wide testing and after modifications, the 40-item Education Participation Scale (EPS), the A-form, was accepted in 1983 as an instrument which avoided the middle class perspective of the earlier version (Boshier, 1991). The chief difference found by Boshier (1985) from Houle's (1961) ideas was that, although the general outline of his three categories (goal orientated, activity orientated, and learning orientated) was present, the activity portion of the motivation was far more complex than in Houle's (1961) concept.

Ziegahn. Linda Ziegahn (1992) described a study among low-literate learners and their participation in literacy education. She pointed out some common assumptions about adult literacy education: (a) participation in adult education is a desirable end state; (b) nonparticipants are likely to be disadvantaged, either in terms of educational level, class status, or other socioeconomic indicators; and (c) participation in adult education is the same as learning.

In her northern Montana study Ziegahn (1992) found a community attitude that equated lack of literacy with a problem like alcoholism which could be helped if the person would only seek assistance. Those who had low literacy skills were silent on the subject as if lack of literacy were shameful. The study looked at learning experiences of the participants (15 native men, 12 non-native; 15 men, 12 women) and found advanced coping skills based mainly on watching models and learning by a "hands-on" method. She found that motivation in any learning experience involved: (a) understanding how things worked whether mechanical objects or intimate relationships were involved; (b) applying this knowledge to other situations; (c) meeting challenges; and (d) teaching other people. These arose mainly from practical situations in everyday life. Deterrents to learning came from past experiences in school, little belief in the benefits of schooling, and from the feelings of the women that they lacked identity outside the home. Her tentative conclusion was that "adults with low literacy skills do not necessarily view participation in adult education as a desirable end state, and that participation in adult education is not synonymous with learning" (Ziegahn, 1992, p. 46).

Encouraging Participation

Efforts have been made at the postsecondary level in Canada to make education more attractive to special interest groups by the adaptation of programs to fit needs and by the use of support services; women and natives were among the targeted groups. One method of increasing participation was through the use of curriculum materials that eliminated sexual and cultural bias. The Council of Ministers (1987) found that Alberta Education had undertaken a project to rid its materials and programs of offensive material; this move resulted in increasing enrollment.

A report to the Organization for Economic Co-operation and Development by Schutze and Istance (1987) suggested certain steps to be taken to increase participation:

> To correct the social bias of recruitment, a system of recurrent education needs to include positive discrimination in favor of the educationally weakest groups. In addition to socio-economic measures, greater interest will have to be devoted to the total living situation of these people. (p. 39)

A Handbook about Indian Education (1987) dealt with ways of encouraging participation. It stressed that every member of a teaching staff was responsible for a successful program, although it found the Indian people themselves to be the best recruiters. Some of the personal questions on registration forms were potential problems, as many students were reluctant to disclose these facts unless assured of complete confidentiality. Individual counseling was found to be helpful, because a group setting was often intimidating. Continuous one-on-one follow-up on problems could increase attendance. Attempts to help with lack of confidence, difficult life situations, inadequate study skills, as well as obtaining appropriate subject matter helped retention of students (e.g., participation).

Summary

This chapter provided a review of selected literature about motivation and participation in adult education courses. It began with a short historical background of northern Alberta as it affected native residents and then examined the unique educational situation for adult natives in Canada. Lastly, theories about motivation and participation in the field of adult education were presented as a background for the study which was undertaken.

CHAPTER 3

Instrumentation and Methodology

The purpose of this study was to examine the motivation of native adults who were participants and nonparticipants in further education classes, to identify barriers that prevent participation, and to compare the demographic and background characteristics of the two groups. This chapter contains a description of the population and sample, the instrument used in this study, and the methodology used to collect and analyze the data. The study used the survey approach.

Population and Sample

Population

Prior to the overall planning of the study on the participation of natives in further education, permission was sought from the Dene Tha' Band Council to undertake the study. The Council allowed the project to be included in its workplans which outlined the direction of educational activities. One of its educational objectives was to tie the education of band members to the economic development of the reserve. Adult further education and work-oriented programs would be instrumental in achieving this goal; the present study could give insight as to how to participation would occur.

The population on which this study was based consisted of native adults from the Dene Tha' reserve in northwestern Alberta. The object was to survey those who could be classified as of working age to determine their opinions about further education. Since the study dealt only with adults, the minimum age was set at 18 if the person had been out of school for at least a year. There was no maximum age set, although 65 was a probable age for retirement.

The three populated areas of the reserve were included in the study. The information from the data bank recording Dene Tha' membership which was provided by the Dene Tha' Education Authority had the following numbers of adults ages 19 to 65. (There was no central record of which 18 year olds have been out of school for a year so the age of 19 seemed suitable for use here.) The figures for 1994 were: Assumption -- 533 (with 303 male and 230 female); Bushe -- 81 (with 42 male and 39 female); and Meander River -- 205 (with 108 male and 97 female). These figures add to a total of 819 adults on the Dene Tha' reserve (with a total of 453 males and 366 females).

Sample

The study was aimed at those band members who could comprise the workforce on the reserve. Since the study was in two parts, one for those who had participated in further education courses and one for those who had not, any adult on the reserve could qualify as part of the sample.

Any adult who was willing to participate in the study was asked whether or not he or she had participated in further education courses. If the answer was "yes," that person completed sections A: Part 1 and Part 2 which applied to participants; if the answer was "no," the person completed sections B: Part 1, Part 2, and Part 3 which applied to nonparticipants. The interviewer helped the respondent with the reading of the questionnaire and collected the questionnaire for the researcher.

Random sampling was very difficult on the reserve. Sources of names included the telephone book and adult education class lists. There seemed to be a steady change of residents in the three populated areas due to the housing problems and the influence of the extended family system which resulted in changing places of residence. Postal addresses were not helpful because of the similarity of names, the extreme shortage of individual postal boxes, and lack of personal delivery of mail. Not everyone had a telephone and many telephone numbers were unlisted. The adult education list did show some who had attended classes and others who had registered but not attended.

A list of potential respondents for the questionnaire was compiled by the researcher from the telephone directory and the class lists. Additional respondents who met the criteria for the study were identified by two research assistants drawn from educational staff working on the reserve. These assistants were invaluable for their contacts because of their excellent knowledge of the people on the reserve. They were women from two different large families and represented two age groups, younger and older. The actual number of questionnaires returned to the researcher was 135: 82 from Assumption, 31 from Bushe, and 22 from Meander River; this was 17% of the population between 19 and 65.

Following the administration of the questionnaires, the researcher conducted ten interviews with selected participants who completed the questionnaire in order to clarify any ambiguous points and to probe for deeper meanings. Six attending the Adult Education Center were interviewed in Assumption. Two were interviewed from Bushe and two from Meander River; these were respondents who were known to the researcher through the administration of the questionnaire.

Development of Instrument

A survey instrument was devised based on the *Native Literacy Research Survey* by Rodriguez and Sawyer (1990) and on Boshier's *Education Participation Scale* (1984*)*. In order that local concerns be included, additional questions were proposed by the head of the Adult Education program on the reserve and from the Dene Tha' Director of Education. A five-point Likert rating scale was used throughout the instrument, with 1 being least important and 5 being most important.

Boshier's (1984) Education Participation Scale (EPS) served as the basis for most of the questions for the participants in further education because this had been widely used and tested. In Alberta it has been used in two recent studies of adult participation (Ellington, 1989; Banash, 1991). The EPS was first compiled in 1971 and revised in 1983 and 1984. It consists of 40 reasons for participation and uses a four-point Likert scale. The researcher reviewed the motivations for participation used in that survey and found many to be valuable and applicable to this study. In some cases the terms were modified for greater simplicity and a five-point Likert scale, as used by Rodriguez and Sawyer, seemed to provide greater choice for the respondents. Questions asked by Rodriguez and Sawyer (1990) in their survey seemed especially suitable to the native culture, and it was decided to use both sources and to increase the length of the first part of the questionnaire from 40 to 53 items.

To address subproblem 1, respondents were asked in A: Part 1 to rate the importance of reasons for participation. The first sixteen items were from Rodriguez and Sawyer (1990), while the remaining 37 were from Boshier (1984). The language was modified by the researcher to make it easier for the respondents. Two of Boshier's items were omitted in the interest of length; number 1 seemed to be covered by 21 and 6 seemed to be covered by 53; number 11 was split into two parts (numbers 25 and 26 of the questionnaire).

For subproblem 2, respondents were asked in B: Part 1 to rate the reasons why adults do not participate. Twenty-six of the items were taken from the survey by Rodriguez and Sawyer (1990), while questions 6, 7, 15, 16, and 17 were added upon receiving suggestions from the Director of Education, the Acting Coordinator of the Adult Education Center, and from the pilot study.

The reasons for nonparticipation were arranged according to four categories as suggested by Rodriguez and Sawyer (1990): "situational" with seven items; "institutional" with four items; " informational" with three items; and "psychosocial" with 17 items. The total number of items for this part of the questionnaire was 31. The rating was also done on a five-point Likert scale, with 1 being least important and 5 being most important.

For subproblem 3, respondents were asked in B: Part 2 to rate factors that would help to increase their participation in adult education programs. These items were all taken from Rodriguez and Sawyer (1990), except questions 51 and 52 which were added from suggestions by representatives of the local reserve as indicated above. The items were also rated on a five-point Likert scale. There were a total of 21 items in this section.

For subproblem 4, using the same questions but numbered A: Part 2 for participants and B: Part 3 for nonparticipants, some of the demographic and background items were taken from Rodriguez and Sawyer (1990), while others were added by the researcher after discussion with the local reserve consultants. The group to be studied was from one specific culture and area so the need for some questions was eliminated. Questions gathered information on the age, sex, highest level of schooling, marital status, preferred language, number of children, and place of residence; these were thought to be of direct influence on participation in a workforce. An eighth question, added because of local reserve input, asked what type of educational activity the respondents had undertaken during the last year. An open-ended question in this section asked what type of further education course the respondents would like to have available.

Since two groups would be considered and compared, it was necessary to compile the two parts to the questionnaire. Those who were already participating in further education courses were asked to tell why they had decided to participate, while those who were not already participating were asked why they did not participate and also what would motivate them to participate. Both groups were to be given the same demographic questions for comparison purposes. Sections A: Part 1 and Part 2, totaling 62 items, were administered to those adults who were participating in further education courses. Sections B: Part 1, Part 2, and Part 3, totaling 61 items, were administered to adults who were not already participating.

Pilot Testing

A pilot study was conducted. The survey was given to six band members in the administration office to receive feedback on the appropriateness of the survey items for the intended audience. Since most had taken courses, the second part was reviewed from the point of view of those of their relatives who did not participate. No questions were removed as a result of the pilot, but one question about experiences in residential schools and their effects was added to Section B: Part 1. Some rewording also resulted (e.g., To "No financial support or resources" was added the words "Not enough money" in brackets).

Ethical Considerations

The researcher met with the prospective assistants to train them to administer the survey. During training, ethical guidelines were set and discussed. These ensured that all participants freely agreed to take part in the survey and that identities would not be on the survey instrument. The assistants were to avoid showing bias. Disclosure of any personal information about respondents to the researcher or the Council or anyone else would be only with the permission of the participants. Reports of the results of the study in aggregate form would be offered to the Band Council upon completion of the study to ensure confidentiality and anonymity. The University Ethics Committee found these provisions to be acceptable and approved the study in June, 1994.

Data Collection

Questionnaire

The surveys were administered by the researcher and the two assistants during the months of July and August, 1994.

The researcher, accompanied by one of the native assistants, began administering the questionnaires in Assumption. Before the process began, a spokesman from the Education Authority explained the purpose of the survey on the local radio station that is widely used to publicize local events. This made the task of approaching people much easier. The assistant was very helpful; usually at each home she went in, asked if the adult or adults would do the questionnaire, and then called the researcher if the answer was favorable. In a few cases, she suggested that the researcher ask for completion and in each case the people agreed to participate.

The questionnaires were done in the kitchens, living rooms, and twice on the trunk of a car. (One lesson learned by the researcher -- white is not a suitable color to be wearing when writing on a dusty car.) The people were pleasant and, after oral instructions were given as to how to do the questionnaire, required help in reading in only one case. (There was just one individual who did not want to complete the questionnaire.) Some houses were missed because the roadways were impassable for the researcher's Nissan as a result of a rain three days previously. Several of the adults were not available because they were away firefighting.

The following week the researcher and an assistant administered questionnaires in High Level (people from Bushe), Bushe, and Meander River. A total of 20 questionnaires were filled in during the two weeks that the researcher was present. The rest of the questionnaires were administered independently by the two native assistants.

Help in reading the items was given to those who needed it, but this was rare. The terms "situational," "institutional", "informational," and "psychosocial" were not questioned and were actually ignored. Administering the questionnaire took about fifteen minutes unless help was needed in the reading.

Interviews

Interview questions based on the questionnaire were devised by the researcher (See Appendix D). Those available for interviewing were all participants in education so interview questions included those which asked what had prevented participation earlier. Questions were asked to determine if courses had been taken, what problems had been experienced before taking courses and while taking them, what would have helped their participation earlier, their best and worst experiences with education, and any suggestions for changes in adult education.

Interviews were conducted in September, 1994, by the researcher. The interviews took between ten and fifteen minutes, depending on the responses given. The interviews were taped, transcribed, and sent to each of the participants to be checked for accuracy. No errors were reported. The instructors and Coordinator of the Adult Education Center were also interviewed to learn the barriers they had discovered through their experiences.

Following the completion of the survey process, the researcher was obliged to undergo TB tests because of exposure to TB while the questionnaires were completed. No TB was found.

Analysis of Data

The results of the questionnaire were mostly quantitative and were tabulated for computer data processing. The data were submitted for analysis to the University of Alberta to be analyzed using the Statistical Package for the Social Services (SPSS Incorporated, 1990). The frequency, percent, and means were found for all sections. For A: Part 1, factor analysis was done on the motivational items as a whole and resulted in six factors. Factor analysis was also done separately on the section based on Boshier's EPS (questions 17-53) and also resulted in six factors. Items were placed into factors with a loading of 0.40 or greater. If an item loaded on more than one factor, those items which were within 0.05 points were considered to be equal and were omitted, while others were put into the category with the highest loading. The percentage and cumulative variance was calculated to show the importance of each factor.

Tables were prepared to show the frequency, percent, means, and factors for all of the above. Tables showing frequency and percent for A: Part 1 and B: Part 1 and Part 2 were included in the Appendices; the rest were included in the text.

The open ended question from A: Part 2 and B: Part 3 was tabulated by the researcher and the main choices for each category of the subproblem were shown in Table 4.7 in the text.

Summary

The data for this study were gathered by a four-part questionnaire and the information was confirmed through selected interviews. The population was all of the possible working force of status Indian adults on the Dene Tha' reserve. The sample was about one-seventeenth of the population. The first section of the questionnaire, A: Part 1, dealt with motivation for native adults who had participated in further education courses and was given to those who had participated. B: Part 1 was concerned with reasons why native adults did not attend further education courses and was completed by people from the same reserve who had not participated. B: Part 2 asked what would help the nonparticipants to take part and was given to the second group (the nonparticipants). A: Part 2 and B: Part 3 gathered demographic and background information and was given to both groups for comparison purposes.

Analysis of the quantitative data consisted of frequency and percentage calculations for all motivational questions as well as on the part (questions 17-53) that was based on

Boshier's EPS. Frequency and percentage comparisons of the two groups were compiled. The information from the interviews was used to give credence to the conclusions and implications.

CHAPTER 4

Analysis of Data and Discussion of Findings

This chapter contains a description of the results of the study on the motivation and participation of native adults in northwestern Alberta. It includes information gained through the survey method that pertains to the four research questions of the study. The questions were: (1) What are the reasons native adults participate in further education classes? (2) What barriers prevent some adults from participating in further education classes? (3) What factors could encourage increased participation of natives in further education classes? and (4) How do the participants and nonparticipants compare on demographic and background characteristics?

The means, standard deviation, and rank for question 1 appear in Table 4.1. Factor analysis for all of question 1 are in Table 4.2, while the factor analysis for the section based on Boshier is in Table 4.3. The means, standard deviation, and rank for question 2 are shown in Table 4.4. Responses to question three appear in Table 4.5, showing the choices made of the factors that could increase participation, ranked within each group. Demographic information for the participants and nonparticipants in further education is presented as a comparison of the two groups in Table 4.6. A list of courses suggested as desirable by those taking part in the survey concludes the chapter in Table 4.7. The frequency distribution and percentages for reasons for both participants and nonparticipants in further education courses are shown in Appendix A.

Subproblem 1:

What are the reasons why native adults participate in further education classes?

The means, standard deviations, and participants' choices are presented in Table 4.1 in rank order. None of the reasons received a mean of 4.5 or greater, indicating that none were of "much influence". Some, however, were highly "moderate"; nine choices were above 4. The reason for participation in further education chosen most often was "Help me earn a degree, diploma, or certificate"(4.42), followed by "Add to my education" (4.38). Of the other top nine, three were for job improvement, two more were for getting a better education, and two indicated that the person would be happier personally with further education. Nineteen other items scored as "moderate influences" (3.50 to 4.49), including other aspects of job improvement, educational advancement, and personal satisfaction; a new desire appeared here -- the gaining of skills for more community involvement.

Those reasons which scored a mean between 2.50 and 3.49 were considered as having "some influence"; twenty-two items fell into this category. These were highly personal and included "Be a better citizen" (3.48) and "Get along better with family" (3.48). Sharing, acceptance, new friends, better social relations, and developing different personal habits were also in this category. Those that were chosen as having "little influence" were "Escape television" (2.44), "Follow someone else's suggestion" (2.42), and, lastly, "Do what someone else told me to do" (2.18).

In general, the level of consensus declined as the importance of the reason decreased. The level of consensus as shown by the standard deviation was high for six of the top nine reasons; all had standard deviations below 1.00 except for "Make more money" (1.20), "Get a job or get a better job" (1.02), and "Feel better about yourself" (1.01). There was less consensus in the in the other nineteen items of this "moderate" category; only "Get entrance requirements" (0.96) and "Learn new things that others may know" (0.95) showed high consensus. All the rest of this group fell between 1.02 and 1.30, except "Become better informed" (1.41), "Read and write to help your life" (1.54), "Learn to understand my personal problems" (1.56), and "Be a better parent/grandparent' (1.58) which showed great diversity in opinion. Diversity continued in the "some" and "little" categories; none were under 1.00, but ranged from 1.10 to 1.49. Great diversity of opinion was found in the "none" category with "Follow someone else's suggestion" (1.56).

Table 4.1

Motivation for Participation in Further Education According to the Means

(N=71)

Reasons for participation	Mean	SD	Rank
Help me earn a degree, diploma,	4.42	0.91	1
Add to my education	4.38	0.93	2
Be happier and do more for myself	4.20	0.89	3
Improve my skills for my job	4.18	0.95	4
Make more money	4.17	1.20	5
Get a job or get a better job	4.16	1.02	6

Help me take other educational courses	4.09	0.91	7.5
Be different from the education I used to have	4.09	0.92	7.5
Feel better about myself	4.04	1.01	9
Get ahead in my job	3.99	1.10	10.5
Get a better position in my job	3.99	1.22	10.5
Get entrance requirements	3.97	0.96	12
Do my job better	3.93	1.09	13
Learn new things that others may know	3.92	0.95	14
Learn how to help others	3.76	1.02	15
Have a better social position	3.72	1.11	16
Read and write to help in life	3.69	1.54	17
Learn about human relations	3.66	1.12	18
Do something different than I usually do	3.65	1.12	19
Learn skills to help in community service	3.62	1.09	20
Get on better socially	3.61	1.09	21
Read and write better	3.59	1.30	23.5
Become better informed	3.59	1.41	23.5
Understand community problems better	3.59	1.06	23.5
Be more active in the community	3.59	1.15	23.5
Learn to understand personal problems	3.58	1.56	26
Be a better parent/grandparent	3.53	1.58	27
Study the culture	3.51	1.07	28
Be a better citizen	3.48	1.21	29.5
Get along better with family members	3.48	1.23	29.5
Be able to share things better	3.45	1.43	32
Make new friends	3.45	1.23	32
Make it easier for me to take part	3.45	1.12	32
Meet pleasant people	3.44	1.17	34
Help with problems in my daily living	3.38	1.10	35
Learn things that satisfy my curiosity	3.34	1.38	36.5
Have others accept me	3.34	1.21	36.5
Keep ahead of others who want my job	3.31	1.26	38
Learn for the sake of learning	3.25	1.49	39
Stop being bored	3.24	1.26	40
Deal more effectively with daily tasks	3.23	1.24	41
Be part of a group	3.21	1.26	42
Get away from an unhappy situation	3.07	1.21	43
Have a break in my routine	3.04	1.28	44
Write down stories and pass on	2.99	1.19	45
Read stories and magazines for pleasure	2.97	1.33	46

Stop myself becoming a "vegetable"	2.96	1.31	47
Fulfill a personal need for friends	2.94	1.17	48
Learn for the fun of it	2.70	1.45	49
Get away from my problems	2.64	1.29	50
Escape television	2.44	1.10	51
Follow someone else's suggestion	2.42	1.56	52
Do what someone else told me to do	2.13	1.26	53

This entire section of the questionnaire was subjected to factor analysis (see Table 4.2). The factor analysis of the reasons for participation was based on 64 cases out of the 71 who replied, because the others left some of the questions blank. The factor analysis was used to find correlations (commonalities) among reasons for participation and the resultant factors were then subjected to varimax rotation to find common clusters within the 53 items of the questionnaire. Seven, six, and five factor groupings were examined, with the final selection of a six factor grouping considered as the best choice.

Factor I, termed social contact, accounted for 28.6% of the variance. It consisted of nine items (See Table 4.2). Items 7, 8, 14, 28, and 52 had double loadings; item 14 was also grouped with this factor because it showed a difference of more than 0.05 for this factor. Number 8, "Understand community problems" was omitted from any grouping because of close double loading. Of those that were 0.05 greater than the loading on other factors: item 7, "Be a better parent/grandparent," fit Factor VI; item 28, "Fulfill a personal need for friends," fit Factor V and item 52, "Make new friends," loaded on Factor III.

Factor II, termed economic advancement, accounted for 11.6% of the variance. There were seven items in this grouping. All were directly concerned with getting a job or a better job, except one item which had double loading. Item 45, "Get on better socially," had a higher loading in Factor III and was omitted from this grouping.

Factor III, termed social stimulation, accounted for 7.4% of the variance. This grouping consisted of eight items. The initial five items were concerned with doing different things and meeting different people. There were four double loadings: items 42, 45, and 52 involved social stimulation and were retained with this factor because of higher loadings; item 14 was more than 0.05 higher in Factor I and also fit better conceptually with Factor I. Only item 32, "Learn to understand my personal problems," was omitted from this factor because of the closeness of its double loading.

Factor IV, termed education/community improvement, consisted of nine items and accounted for 4.9% of the variance. The items in this grouping were concerned with improving educational levels and becoming more active in the community. Items 8, 36, 43, and 53 were double loaded; number 8, "Understanding community problems," was omitted from any factor because of close double loading. Items 36, 43 and 53 were more than 0.05 higher in this factor than in the other groupings and remained in this grouping.

Factor V, termed personal relationships, consisted of eight items and accounted for 4.7% of the variance. These items related to improving the actual activities of an individual's daily life. Four items were double loaded; item 28 remained with this factor; items 42, 43, and 53 all fit with earlier factors.

Table 4.2

Factor Structure Matrix of Factors I-VI After Rotation for all Questions

Motivational Factors	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
Factor I - Social Contact						
23 Have others accept me	**0.71**	0.20	0.28	0.01	0.25	0.06
6 Get along better with family members	**0.67**	0.15	0.21	-0.16	0.36	0.21
17 Be able to share things better	**0.66**	0.05	0.00	0.13	0.27	0.38
15 Study the culture	**0.64**	0.07	0.03	0.36	0.08	0.23
30 Be part of a group	**0.62**	0.30	0.11	0.28	0.33	-0.02
20 Stop being bored	**0.58**	-0.08	0.32	-0.02	0.04	0.24
14 Read stories and magazines for pleasure	**0.58**	0.10	**0.44**	0.09	0.23	0.19
19 Be a better citizen	**0.57**	0.10	0.09	0.13	-0.01	0.33
16 Write down stories and pass on	**0.56**	0.25	-0.10	0.38	0.11	0.04
Factor II - Economic Advancement						
24 Get a better position in my job	0.11	**0.85**	-0.08	0.13	-0.16	0.04
18 Get ahead in my job	0.02	**0.84**	-0.04	0.10	-0.11	0.10
31 Improve my skills for my job	0.03	**0.78**	0.21	0.23	0.04	-0.08
13 Make more money	-0.11	**0.77**	-0.18	0.18	0.10	0.17
29 Keep ahead of others who want my job	0.12	**0.76**	0.14	-0.15	0.14	-0.21
12 Do my job better	0.18	**0.75**	0.15	-0.03	-0.07	0.26
11 Get a job or get a better job	0.35	**0.68**	0.01	0.12	-0.15	0.28
Factor III - Social Stimulation						
40 Meet pleasant people	0.38	0.19	**0.75**	0.08	-0.02	0.05
44 Learn new things that others may know	-0.14	0.10	**0.74**	0.34	0.17	0.14
42 Have a break in my routine	0.08	0.06	**0.73**	0.09	**0.42**	0.14
52 Make new friends	**0.49**	0.01	**0.67**	0.00	0.25	-0.14
39 Learn for the fun of it	0.24	-0.01	**0.64**	-0.29	0.10	0.26
51 Learn for the sake of learning	0.00	-0.22	**0.62**	-0.15	0.11	0.33
41 Do something different than I usually do	-0.02	-0.05	**0.57**	0.04	0.43	0.10
45 Get on better socially	0.30	**0.45**	**0.53**	0.24	0.11	0.05
Factor IV - Education/Community Improvement						
46 Get entrance requirements	0.05	0.15	0.12	**0.81**	-0.09	0.02
33 Help me earn a degree, diploma,	-0.16	0.19	-0.07	**0.72**	-0.02	0.18
26 Help me take other educational courses	0.30	-0.06	0.05	**0.71**	-0.23	0.15
35 Learn skills to help in community service	0.06	0.09	0.11	**0.68**	0.27	0.27
9 Be more active in your community	0.39	0.31	-0.15	**0.63**	-0.06	0.02
36 Learn about human relations	0.10	-0.05	0.08	**0.61**	0.30	**0.43**
25 Add to my education	0.19	0.06	0.06	**0.52**	-0.37	**0.41**
53 Make it easier for me to take part in community events	0.33	0.04	0.03	**0.49**	**0.43**	-0.16
43 Learn how to help others	0.22	0.11	0.36	**0.48**	**0.43**	0.15

Factors That Increase Participation	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
Factor V - Personal Relationships						
27 Stop myself becoming a "vegetable"	0.20	-0.18	0.20	0.27	**0.62**	0.26
28 Fulfill a personal need for friends	**0.44**	0.18	0.32	0.17	**0.56**	-0.10
34 Escape television	0.05	-0.06	0.39	-0.19	**0.54**	0.20
48 Get away from an unhappy situation	0.20	0.01	0.23	-0.12	**0.54**	0.20
50 Follow someone else's suggestion	0.41	-0.09	0.34	0.21	**0.54**	-0.04
54 Do what someone else told me to do	0.16	-0.27	0.13	-0.12	**0.48**	-0.08
2 Read and write to help my life	0.18	0.17	0.00	0.12	**0.47**	0.36
38 Get away from my problems	0.30	-0.18	0.27	-0.03	**0.45**	0.04
Factor VI - Personal Development						
3 Become better informed	0.03	0.18	0.07	0.17	0.08	**0.69**
4 Feel better about myself	0.21	0.10	0.14	0.09	0.05	**0.64**
21 Learn things that satisfy my curiosity	0.30	-0.17	0.26	0.22	0.06	**0.59**
10 Deal more effectively with daily tasks	0.35	0.16	0.18	0.31	0.08	**0.57**
7 Be a better parent/grandparent	**0.44**	-0.22	0.17	0.03	0.29	**0.50**
47 Have a better social position	0.33	0.40	0.30	0.21	0.12	**0.46**
22 Help with problems in my daily living	0.36	0.24	0.33	0.15	0.10	**0.41**
Omitted Items						
8 Understand community problems better	**0.48**	0.07	-0.14	**0.44**	0.25	0.20
32 Learn to understand my personal problems	**0.47**	0.15	**0.43**	0.06	0.38	0.29
Percentage Variance	28.6	11.6	7.4	4.9	4.7	3.7
Cumulative variance	28.6	40.1	47.6	52.4	57.1	60.8

Factor VI, termed personal development, accounted for 3.7% of the variance and consisted of seven items. All of these items involved personal growth within the individual. Only two were double loaded; both of these, items 7 and 36, were assigned to other groupings because of higher loadings elsewhere. The total cumulative variance was 60.8 percent, leaving 39.2 percent of the variance unaccounted.

A second factor analysis was performed with only those questions related to Boshier's (1984) EPS, questions 17 to 53, resulting in somewhat different results (See Table 4.3).

Table 4.3

Factor Structure Matrix of Factors I-VI After Rotation for Questions 17-53

	Factors similar to Boshier's motivation	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
Factor I - Educational Preparation							
35	Learn skills to help in community service	**0.77**	0.09	0.08	0.20	0.12	0.13
36	Learn about human relations	**0.75**	0.19	0.18	0.18	-0.09	0.02
26	Help me take other educational courses	**0.74**	0.23	-0.02	-0.15	0.08	0.12
46	Get entrance requirements	**0.70**	-0.11	0.02	0.15	**0.24**	-0.17
25	Add to my education	**0.65**	0.19	0.04	-0.30	0.13	0.19
33	Help me earn a degree, diploma,	**0.64**	-0.04	0.16	-0.21	0.05	-0.21
Factor II - Social Acceptance							
17	Be able to share things better	0.23	**0.77**	-0.06	0.22	-0.15	0.04
23	Have others accept me	-0.01	**0.76**	0.27	0.22	0.20	-0.02
20	Stop being bored	-0.03	**0.66**	0.23	0.04	-0.14	0.26
30	Be part of a group	0.24	**0.64**	0.10	0.26	0.28	-0.15
32	Learn to understand my personal problems	0.06	**0.61**	**0.46**	0.28	0.01	-0.04
19	Be a better citizen	0.28	**0.52**	-0.14	0.18	0.21	0.28
22	Help with problems in my daily living	0.24	**0.51**	0.34	-0.01	0.19	0.21
Factor III - Personal Routine Changes							
41	Do something different than I usually do	0.03	0.13	**0.81**	0.11	-0.11	0.00
44	Learn new things that others may know	0.37	-0.08	**0.69**	0.20	0.13	0.13
42	Have a break in my routine	0.12	0.11	**0.64**	**0.44**	0.12	0.35
45	Get on better socially	0.20	**0.41**	**0.59**	-0.05	**0.41**	-0.02
52	Make new friends	-0.05	**0.44**	**0.58**	0.28	0.09	0.14
40	Meet pleasant people	0.05	0.37	**0.56**	0.10	0.26	0.39
49	Be different from the education I used to have	0.39	0.34	**0.44**	0.00	0.03	0.04
Factor IV - Personal Problem Solving							
54	Do what someone else told me to do	-0.06	0.00	-0.05	**0.76**	-0.16	0.07
38	Get away from my problems	0.02	0.13	0.02	**0.75**	-0.08	0.16
50	Follow someone else's suggestion	0.18	0.32	0.21	**0.68**	-0.03	-0.02
28	Fulfill a personal need for friends	0.04	**0.41**	0.29	**0.61**	0.16	-0.24
48	Get away from an unhappy situation	0.02	0.19	0.20	**0.57**	0.08	0.10
	Escape television	-0.05	0.07	0.39	**0.55**	-0.03	0.13
27	Stop myself becoming a "vegetable"	0.33	0.29	0.39	**0.46**	-0.22	-0.15
Factor V - Job Advancement							
18	Get ahead in my job	0.17	-0.01	-0.10	-0.06	**0.88**	0.08
24	Get a better position in my job	0.19	0.13	-0.08	-0.21	**0.85**	0.03
31	Improve my skills for my job	0.25	0.05	0.27	-0.11	**0.79**	-0.06
29	Keep ahead of others who want my job	0.19	0.07	0.16	0.18	**0.78**	-0.16

	Factors similar to Boshier's motivation	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
Factor VI - Cognitive Interest							
51	Learn for the sake of learning	0.03	0.07	**0.44**	0.20	-0.14	**0.65**
21	Learn things that satisfy my curiosity	**0.45**	0.34	0.07	0.19	-0.10	**0.61**
39	Learn for the fun of it	-0.18	0.19	0.25	**0.48**	0.10	**0.56**
Omitted Items							
43	Learn how to help others	**0.51**	0.24	**0.49**	0.29	0.13	-0.10
Percentage Variance		28.9	12.2	7.9	5.9	5.3	4.4
Cumulative variance		28.9	41.0	48.9	54.9	60.2	64.6

The correlations (commonalities) were loaded and rotated for eight, seven, six, and five factors with six being the best grouping.

Factor I, termed educational preparation, accounted for 28.9% of the variance and included six items. This factor involved learning for a definite purpose. Item 21, "Learn things that satisfy my curiosity," double loaded and was entered with Factor VI because it had a greater loading with cognitive interest.

Factor II, termed social acceptance/personal adjustment, accounted for 12.2% of the variance and consisted of seven items. This factor focused on relationships within a group (items 17, 23, 30, and 19) and on personal problem solving (items 20, 32, and 22). There were three that double loaded: items 28, 45, and 52 were omitted from this grouping because of considerably higher loadings in the other factors.

Factor III, termed personal routine changes, accounted for 7.9% of the variance and contained seven items. All of the motivations indicated a desire to change the daily lifestyle of the individual. Four of the items were double loaded. Of these, items 42, 45, and 52 were kept in this grouping because of their high values and their similarity conceptually; number 51 was omitted from this grouping because of the much higher loading on Factor VI and the similarity of concept with that grouping.

Factor IV, termed personal problem-solving, accounted for 5.9% of the variance and consisted of seven items. The factors centered around a desire to participate in adult education courses in order to solve some personal problem. Two motivations were double loaded: items 28 and 42. Item 28 remained in this grouping, while item 42 was put into Factor III because of the higher loading in that grouping.

Factor V, termed job advancement, accounted for 5.3% of the variance and consisted of four items that dealt with improving marketable skills and improving the job situation. Only item 45 was double loaded, actually for both Factors II and III; it was put in the grouping for Factor II because of a higher loading and because of greater similarity conceptually.

Factor VI, termed cognitive interest, accounted for 4.4% of the variance and consisted of three items. All three indicated the pleasure obtained from the very fact of learning. All of these items were double loaded, but were left in this grouping because of their high ratings and similarity of concept. The total cumulative variance was 64.6 percent, leaving 35.4 percent of the variance unaccounted.

There are many similarities when comparing these results with Boshier's 1991 study on the A-form of the EPS which had a total cumulative variance of 58.19 percent. Factor I generally corresponds with Boshier's Factor III -- both are concerned with educational preparation. His Factor II, Social Contact, corresponds to Factor II, Social Acceptance; his Factor VI corresponds to Personal Routine Changes, of this study. Social Stimulation, Boshier's Factor V, contains many of the elements of Factor IV of this study. Factors V for this study and Boshier's Factor IV dealt with the same elements, professional or job advancement. Factor VI of this study and Boshier's Factor VII are the same.

The reasons for participation were echoed in the interviews conducted after the questionnaires had been given. One man said he took adult Upgrading "to get ahead"; another wanted "to become a mechanic" and "complete Grade 10." Among the women, work related reasons also were of importance. To add more job skills, get a better job, and get a job, or complete either Grade 10 or 12 were all given as reasons for attendance. Other more personal reasons also appeared. One man said he had nothing else to do; one woman did not want to be "sitting at home and not doing anything with my time," another "missed learning" and in her case she went back for a degree. Still another wanted to "help my community as well as do more personal development." The importance that women played in the lives of the young was understood by two other women. One began taking courses because she wanted to finish Grade 12 so that "If my kids bring homework home I can help them out," she explained. The second said she was entered in a course "just for a role model for my kids and my younger sisters."

Those who participated had problems to overcome. Because she had to leave home and go to Grand Prairie and later Edmonton to get her degree, one woman found it very difficult to adjust to being away from her husband, learning bus routes, and finding a reliable baby-sitter. She suggested that a northern college would be a great help for women trying to improve their education.

Those interviewed did not have problems with baby-sitting if transportation was available, unless they left the community. All of those interviewed felt they had family support in their endeavors and this was evidenced by an older sibling or niece watching the children. One said, "The kids really like it; that way if I go to school everybody can be in school too. They like it that way." None mentioned the husband undertaking this task; one said she had the support of her husband, saying, "He let me go to school." This reflected Jim Wolfe's (1994) impression that child care was not considered a parenting skill for the fathers.

Reaction to the school experience as adults was positive. One response was, "I was happy to be back in school, to walk the hall as a student. (I like) meeting new people. At the college I met people from El Salvador; they were in the same class with me." Another was even more enthusiastic and said, "I'm just happy that it's almost like starting over again in school." Her best experience with school was, "Getting to know my inner self; come to accept the things I haven't done in years, like reading. I don't know; I just felt like I was reborn again." One woman liked "when I get the highest mark!" although she did not like "getting up in the morning."

. In response to a question about the fear of failure, again the response was positive. One said, "I just enjoy whatever is to be done. I just enjoy being around people and helping people....I don't see any fear because if I fail then I have to do it again." Another agreed, "It was hard sometimes, but I wasn't afraid of it. I knew if I failed one course I could always take it again."

Subproblem 2:

What barriers prevent some adults from participating in further education classes?

Only those who had not participated in further education courses rated the barriers to participation considered in the second part of the questionnaire. There were 31 reasons for nonparticipation (Table 4.4).

The differences in means of the importance of the barriers that prevented adults from participating in further education courses were not great. The highest was 3.3 or "some influence" while the lowest was 1.32 or "no influence." None of the reasons for not participating in further education courses were rated as "moderate" or "much" in importance.

When comparing the results according to the means, the barrier that presented the greatest obstacle was that respondents believed there was no appropriate program in the community (3.3). Lack of financial support or resources (3.08) was next in importance, followed by not knowing about programs or how to find out (3.05); summer was considered a poor time to have courses (2.78), followed by lack of time (2.59) and lack of transportation (2.59). These six factors were chosen most often; they were felt to have "some influence" on lack of participation. Except for two items, the remaining items were felt to have "little influence"; "Going to school is scary" (1.40) and "Spouse

Table 4.4

Reasons for Nonparticipation in Adult Further Education Courses.

(N = 64)

Non-participants' reasons	Mean	SD	Rank
No appropriate program in the community (Institutional)	3.33	1.61	1.0
No financial support or resources (Situational)	3.08	1.70	2.0
Don't know about programs or how to find out (Informational)	3.05	1.70	3.0
Summer is too busy a time (Situational)	2.78	1.70	4.0
Lack of time (Situational)	2.59	1.48	5.5
Lack of transportation (Situational)	2.59	1.73	5.5
Programs haven't been explained adequately (Informational)	2.49	1.56	7.0
Lack of child care (Situational)	2.35	1.70	8.0
Existing programs have inconvenient schedules (Institutional)	2.30	1.44	9.0
Too self - conscious (Psychosocial)	2.05	1.28	10.0
Don't know how to register (Informational)	2.00	1.33	11.5
Personal problems of drugs and alchohol (Psychosocial)	2.00	1.49	11.5
Content is not appropriate (Institutional)	1.98	1.23	13.5
Instructional approach is inappropriate (Institutional)	1.98	1.34	13.5
Interferes with job (Situational)	1.97	1.36	15.5
Afraid I won't succeed (Psychosocial)	1.97	1.22	15.5
No support from family (Psychosocial)	1.92	1.35	17.0
Too many family problems (Psychosocial)	1.91	1.41	18.0
Winter weather stops me (Situational)	1.88	1.27	19.0
Afraid of discrimination (Psychosocial)	1.87	1.30	20.0
Way programs are taught isn't right for me (Psychosocial)	1.73	1.05	21.0
Don't enjoy school or taking courses (Psychosocial)	1.72	1.01	22.0
Too old to learn (Psychosocial)	1.64	1.09	23.0
Don't believe I can learn (Psychosocial)	1.62	0.99	24.0
Not interested (Psychosocial)	1.58	1.05	25.0
Don't believe improving reading and writing will help me (Psychosocial)	1.55	1.02	26.0
Friends aren't doing it (Psychosocial)	1.52	0.99	27.5
Too many legal problems (Psychosocial)	1.52	1.24	27.5
Unhappy experiences at residential school (Psychosocial)	1.51	1.09	29.0
Going to school is scary(Psychosocial)	1.40	0.91	30.0
Spouse objects (Psychosocial)	1.32	0.80	31.0

Categories: Situational, Institutional, Informational, Psychosocial.

objects" (1.32) were believed to have "no influence" on the decision not to attend further education courses.

According to the standard deviation there was considerable diversity in opinion about the reasons for nonparticipation in adult further education courses. The top six items of "some influence" vary between 1.61 and 1.73 in standard deviation. Those in the category of "little influence" also show diversity; only two show consensus: "Don't believe I can learn" (0.99) and "Friends aren't doing it" (0.99). Another six from this category fall between 1.01 and 1.09; the rest vary from 1.22 to 1.70 and show strong diversity of opinion as to reasons why adults do not participate in further education courses. The highest consensus among respondents was in the category of "no influence"; both items were low in standard deviation: "Going to school is scary" (0.91) and "Spouse objects" (0.80).

It was interesting to examine the importance of the four categories in the questionnaire on the basis of the top ten in the list of means; informational, situational, institutional, and psychosocial categories were considered. All three of the items (or 100%) of the "informational" barriers were chosen. Next came the "situational" barriers; five of the seven choices (or 71%) came in the top ten. Only half (or 50%) of the four "institutional" choices were picked, while "psychosocial" problems rated only one out of 17 (or 5%).

The interviews highlighted certain problems connected with attendance. One woman had trouble getting to class and getting her child to a baby-sitter. Three had financial problems and in this category one new problem emerged -- some were directly connected to the erratic nature of their sponsorship. (Further conversation with the Director showed that these problems were known and specific measures to improve the situation had already been undertaken.) The inadequacy of the sponsorship bothered two women, one of whom found the money inadequate for the needs of her seven children while her husband was sick. Another woman found the demands of having a daytime job in a store, raising a child alone, and trying to go to class to be too much. Concerns about her children being home ahead of her if she attended Upgrading bothered another.

In this study, bad past experiences did not feature as highly as might have been expected. One woman during the pilot testing showed stress when mentioning her experiences in the residential school; however, during the interviews only one man said he had bad experiences as a younger student.

During the pilot testing the subject of problems with residential schooling, which has had extensive exposure in the media, was brought up. It was mentioned with such vehemence (the residential school was the method of education to as late as 1968 on the Dene Tha' reserve) that a question about its influence was added to the reasons for nonparticipation. The person responsible for the suggestion felt that her negative experiences caused her to adversely react to her children's education. Another of the group thought that the separation of children from families was very upsetting to some, but that the students received a good education. This question became a focal point of interest for the researcher. From those who completed the questionnaire it resulted in a mean of 1.51, the very bottom of the "little influence" category. Of the 63 who answered this question, 49 indicated that it had ‘no influence;” none of those interviewed mentioned this as a problem although one man had had unspecified problems in his early school years.

An interview was conducted with the Life Skills instructor at the Adult Education Center. Basing her opinion on her experiences as a native of the reserve and on her years of instructing, she indicated that the greatest problem facing those who were considering attending courses was a lack of self esteem and a fear of failure. (These were in the category of having “little influence” on participation according to the questionnaire results.) From her experience, other problems were interpersonal problems, especially marital ones, overcrowding, and fear of the unknown. This fear was reflected in one of the interviews when a woman said, “I got used to looking after my kids. I saw a lot of young women working at the school here and there, and I always thought I just wouldn’t fit in because I might not know anything.”

The same instructor believed that a lack of day care facilities prevented attendance; attempts made to provide day care in the past had not been successful. In her opinion, the lack of success was due to a lack of training and experience on the part of those organizing the facility.

Subproblem 3:

What factors could encourage increased participation of natives in further education classes?

This part of the questionnaire asked about the importance of factors that could enhance participation. Respondents were asked to indicate what type of instruction was preferred (6 items), what setting was most desirable (5 items), what kind of help was needed (4 items), and what time was best for instruction (6 items). There were a total of 21 items.

The respondents showed strongest preference for two particular methods of learning -- listening (4.26) and practicing (4.18). These were believed to have the greatest value for improving participation. Memorizing (3.76), discussing (3.55), and watching before trying (3.53) were also chosen as having "moderate" importance.

The most preferred settings for instruction were to be taught in tutorials (3.60) and small groups (3.53), both perceived as having "moderate" importance. Computers (3.29), working alone (2.61), and being in an all native setting (2.54) were found to be of "some" merit. The questionnaire showed a weakness when dealing with the kind of people with whom participants preferred to learn; this was not discovered in the pilot testing. The respondents were not given enough choices to indicate what mix of people they would have preferred.

Having transportation provided (3.79) was chosen as being the most helpful service to enhance participation in further education; this was rated as being of "moderate" value. Having lunch provided (3.40), a baby-sitter (2.92), or activities for children (2.87) were found to be of only "some" value to participants.

The preferred times for further education courses were in the early afternoon (4.15) and in the winter (4.15); morning (3.78) was the second choice for time of day of course offerings. These three choices were of "moderate" value. Courses in the summer (2.60), in the late afternoon (2.06) or evening (1.95) were considered to have only "some" merit.

Table 4.5

Possible Ways to Improve Participation in Further Education Courses

(N=62)

Non - participants	Mean	SD	Rank
Preferred learning situation			
Listen	4.26	1.17	1
Practice	4.18	1.22	2
Memorize	3.76	1.30	3
Discuss	3.55	1.36	4
Watch, then do	3.53	1.46	5
On my own	3.25	1.43	6
Preferred setting			
Tutorial	3.60	1.59	1
Small group	3.53	1.46	2
By computer	3.29	1.51	3
By myself	2.61	1.37	4
All native students	2.54	1.64	5
Services which would help			
Having transportation	3.79	1.56	1
Lunch provided	3.40	1.58	2
Having a baby - sitter	2.92	1.83	3
Activities for children	2.87	1.78	4
Right time for courses			
In the early afternoon	4.15	1.28	1.5
In winter	4.15	1.32	1.5
In the morning	3.78	1.44	3
In summer	2.60	1.63	4
In the evening	2.06	1.46	5
In the late afternoon	1.95	1.25	6

Subproblem 4:

How do the participants and nonparticipants compare on demographic and background characteristics?

The demographic characteristics of the respondents described in this study included age, sex, highest level of schooling, marital status, preferred language, number of children, and place of residence. There were interesting differences when a comparison was made between the two groups of respondents -- those who had participated or were participating in further education courses as adults and those who had not (See Table 4.6). In reporting these data, the valid percent of those who responded is shown, the maximum number of respondents were 71 and 64, respectively.

While the age differences between the two groups were not large, the bulk of the respondents for the participating group fell into the younger categories while the nonparticipants were found primarily in the older groups. The participants fell mostly in the "under 25" age category (36.6%) with the second largest group in the "25-29" age group (31.0%). The group of nonparticipants fell mostly in the "30-39" group (32.8%); the second largest group were "under 25" (28.1%). Each group had only one respondent in the "50-59" age group and older. There were considerably more nonparticipants (15.6%) than participants (5.6%) in the "40-49" age category.

Both groups were predominantly female. For participants the percentage of females was 66.7 and for the nonparticipants the percentage was 60.9. This percentage was borne

Table 4.6

Demographic Comparisons for Participants and Nonparticipants

	Participants (N=71)		Nonparticipants (N=64)	
	Frequency	%	Frequency	%
Age				
Under 25	26	36.6	18	28.1
25-29	22	31.0	14	21.9
30-39	18	25.4	21	32.8
40-49	4	5.6	10	15.6
50-59	1	1.4	1	1.6
60 and over	0	0.0	0	0
Sex				
Female	46	66.7	39	60.9
Male	23	33.3	25	39.1
Highest level of schooling				
No schooling	1	1.4	0	0
1-3 years	1	1.4	2	3.2
Finished Grade 6	20	28.2	24	38.7
Finished Grade 9	19	26.8	22	35.5
Some High School	20	28.2	12	19.4
Finished High School	2	2.8	0	0
Courses after High School	8	11.3	2	3.2
Marital Status				
Single	36	50.7	20	31.7
Married	6	8.5	10	15.9
Widow/widower	2	2.8	2	3.2
Divorced	0	0.0	0	0
Common-law	25	35.2	31	49.2
Language preferred				
Dene Tha'	8	11.3	7	11.1
English	19	26.8	11	17.5
Both	44	62.0	45	71.4

	Participants (N=71)		Nonparticipants (N=64)	
	Frequency	%	Frequency	%
Number of children				
None	24	33.8	12	19
One-three	29	40.8	32	50.8
Four-seven	16	22.5	17	27
Eight or more	2	2.8	2	3.2
Place of residence				
Assumption	49	69.0	33	51.6
Bushe	10	14.1	21	32.8
Meander River	12	16.9	10	15.6

out by the makeup of the student body of the Adult Education Center in Assumption. In part it could be due to the type of courses available.

When considering the level of schooling, the participants on the whole had a higher level of education than those who were not participating. Those who had participated in some adult education courses were almost evenly divided among three groups: those who “finished Grade 6” (28.2%), “finished Grade 9” (26.8%), or had “some high school” (28.2%). Those who did not participate were mainly in the groups that had “finished Grade 6” (38.7%) or “finished Grade 9” (35.5%). More participants than nonparticipants had “finished high school” or “taken courses after high school”

About one-half of the participants were single as compared to 31.7% for nonparticipants. The positions were reversed in the case of those living common-law;

49.2% of non-participants and 35.2% lived common-law. The other groups had considerably fewer numbers.

The overwhelming choice of preferred language for both groups was the use of both languages, Dene Tha' and English; the numbers were 62.0% for participants and 71.4% for nonparticipants. The numbers for those who preferred to speak Dene Tha' were almost the same, about 11% for both participants and nonparticipants. The participants were slightly more inclined to speak English (26.8%) than were the nonparticipants (17.5%).

For both groups the usual number of children were 1-3; for participants the percentage was 40.8 while that for the nonparticipants was 50.8. For participants the next largest group was having no children (33.8%), but for the nonparticipants the second largest group was having 4-7 children (27.0%). These data point to the possibility that nonparticipation was often related to family responsibilities, as the nonparticipants usually had larger families and a common-law relationship.

The majority of respondents in both groups came from Assumption -- 69% of participants and 51.6% for nonparticipants. More of the nonparticipants (32.8%) compared to the participants (14.1%) came from Bushe, while the percentages for those from Meander River were almost the same (16.9% for participants and 15.6% for non - participants).

Question 8 of this section asked what had been done in further education between September 1, 1993 and August 31, 1994. The respondents were asked to indicate if they had: "Talked to a social worker," "Talked to a school official," "Received or read any pamphlets about education," or "Taken a course in further education." Of those who participated 19.7% had "Talked to a social worker about education," "Talked to a school official," or "Received or read pamphlets about education," while 22.5% had "Taken a course in further education" during the past year. For the nonparticipants, 24.6% had talked to a social worker; 20.0% had talked to a school official; and 13.8% had received or read pamphlets about education. The difference in number of those who had made inquiries of some kind was not great between participants (59.1%) and nonparticipants (58.4%); this could indicate a growing interest in both groups in further education.

The last question of this section, question 9, was open-ended and asked, "What kind of course would you like to see offered?" The respondents made their own selection of courses to answer. Some chose more than one course. The list for each category was put on a spreadsheet and sorted into the various divisions as found in the questionnaire. The courses chosen by the different groups in the open-ended question are found in Table 4.7, with the courses in order of frequency of demand for the first five choices.

By far the greatest demand was for Upgrading; it was first choice (145 choices because of multiple choices) for all the groups except those in the 40-49 age group and among those with some high school or completion of high school. The demand for high school was next with 40 choices, followed by courses in computers and Life Skills, both of which rated 34 choices. Courses in Social Work (23) and the Arts (16) were also requested quite frequently.

Table 4.7

Choices of Courses for the Future in Order of Choice

Characteristics	First	Second	Third	Fourth	Fifth
Age					
Under 25	Upgrading (11)	High School (7)	Social work (3)	Fine Arts (3)	
25-29	Upgrading (14)	Computers (4)	Secretarial (3)	Mechanics (3)	Life Skills (2)
30-39	Upgrading (11)	Computers (4)	Life Skills (4)	Native culture (2)	
40-49	Cooking (2)	Carpentry (1)	Computer (1)		
50-59	Upgrading (2)				
60 and up	No response.				
Sex					
Female	Upgrading (24)	High School (11)	Social Work (6)	Life Skills (3)	Nursing (3)
Male	Upgrading (13)	Mechanics (5)	Fine Arts (3)	Life Skills (3)	
Grade Level					
Up to Grade 3	Upgrading (3)				
To Grade 6	Upgrading (18)	Auto Worker (2)	Life Skills (2)	Mechanics (2)	
To Grade 9	Upgrading (13)	High School (5)	Life Skills (3)	Accounting (2)	Computer (2)
Some High School	Fine Arts (4)	Social Work (4)	Computer (4)	Life Skills (3)	High School (3)
High School and more	Law (1)	Social Work (1)	Cashier (1)	Early Childhood (1)	
Language					
Dene Tha'	Upgrading (6)	High School (3)	Social Work (3)	Art (2)	
English	Upgrading (4)	High School (2)	Social Work (2)		
Both	Upgrading (27)	Computers (6)	Life Skills (5)	High School (3)	Art and Accounting (3)
Place of Residence					
Assumption	Upgrading (24)	High School (8)	Life Skills (6)	Computers (3)	
Bushe	Upgrading (4)	Secretarial (3)	High School (3)	Social Work (3)	
Meander River	Upgrading (8)	Social Work (4)			

Only 115 respondents completed this section although some chose more than one course. The numbers in brackets indicate frequencies.

Summary

This chapter has presented a description and analysis of the data gathered by a questionnaire on the Dene Tha' reserve in northwestern Alberta during the summer of

1994. The questionnaire was completed by two groups -- participants and nonparticipants in further education and included a demographic survey for each group. Interviews were held with selected individuals. The information from the questionnaires was analyzed with the Statistical Packages for the Social Services (1990) at the University of Alberta. Factor analysis was done on A: Part 1 -- for the complete questionnaire and on the part that was based on Boshier's Education Participation Scale; in each case a six factor solution was chosen as the most explanatory. The shorter part was compared with Boshier's factors.

Reasons for nonparticipation and suggestions for increasing participation in the future were tabulated and discussed. Demographic information based on frequency and percentages compared the two groups. Recent activity for both groups in further education was considered. Results of the interviews were given. Each group was also asked what courses they would like to see in their area and this information was presented.

The greatest motivation for participation in further education for native adults was to improve qualifications and advance in the workplace. Social contact and a desire to change lifestyle were also major motivators. There was considerable similarity between Boshier's EPS and the section of this questionnaire on motivational orientation. The only category that was not found in this case was that of Communication Improvement.

For those who do not participate in adult education, the informational and situational factors were the greatest deterrents. The greatest help would be to have the courses in the winter in the early afternoon, in a tutorial style, and with transportation available.

The demographic information provided two somewhat different pictures of the typical respondent in each group. Those who participate were most likely to be female, under 25, have between Grade 6 and some high school as an education level, be single, speak both Dene and English, have between 1 and 3 children, and live in Assumption. Those who do not participate were typically female, between 30 and 39, have Grade 6, live common-law, speak both Dene and English, also have between 1 and 3 children, and also live in Assumption. Age, marital status, and level of education are the major differences.

The following chapter summarizes the study and presents both conclusions and implications for the data shown on further education for native adults.

CHAPTER 5

Summary, Conclusions, and Implications

This chapter presents the summary, conclusion, and implications of this study. It states the conclusions drawn from the findings and the implications which were seen by the researcher. The summary includes a restatement of the purpose and the subproblems, a brief synopsis of the methodology and analysis, and a recapitulation of the findings. The conclusions drawn from the findings are presented in the second part. The third part includes the implications for native adult education and for further research.

Summary of Processes

Purpose

The purpose of this study was to examine the motivation of native adults who were participants and nonparticipants in further education and work oriented classes, to look at possible ways to identify barriers that prevent participation, and to compare the demographic and background characteristics of the two groups.

Subproblems

The following subproblems were addressed in this study:

1. What are the reasons why native adults participate in further education classes?

2. What barriers prevent some adults from participating in further education classes?

3. What factors could encourage increased participation by natives in further education classes?

4. How do the participants and nonparticipants compare on demographic and background characteristics?

Methodology

Quantitative data were gathered from two groups of native adults through the survey method. A: Part 1 of the questionnaire was designed to ascertain the motivation of those who had participated in further education courses. The instrument was compiled by the investigator based extensively on work done by Boshier (1984) in his Education Participation Scale and by Rodriquez and Sawyer (1990) in their study of motivation among native adults in British Columbia. B: Part 1 and B: Part 2 were given to those native adults who had not participated in further education courses; B: Part 1 asked questions designed to learn why these people did not participate and B: Part 2 tried to discover what would help to increase the participation rate. These two parts were drawn primarily from Rodriquez and Sawyer (1990). Demographic and background information was gained through similar questions and numbered A: Part 2 and B: Part 3 and were given to both groups for comparison purposes. The native adults were from the three populated parts of the Dene Tha' reserve in northwestern Alberta.

Data Analyses

The data obtained from the four part questionnaire were analyzed at the University of Alberta through the use of the Statistical Package for the Social Sciences (SPSS, 1990). A: Part 1 was analyzed to find the frequency distribution, percentages (Appendix B), means, standard deviation, and ranking. Factor analyses identified the motivational influences affecting native adults. B: Part 1 and B: Part 2 were analyzed to find the frequency distribution, percentages, and means for the reasons for nonparticipation and the ways in which participation might be increased. A: Part 2 and B: Part 3 were also analyzed to learn frequency distribution and percentages for demographic and background data, and comparisons of the characteristics of participants and nonparticipants were made. The open-ended question in A: part 2 and B: Part 3 was summarized to show the courses preferred by the respondents in the study.

Summary of Findings

Motivational Orientation

1. What are the reasons why native adults participate in further basic education classes?

There were 53 items in the part of the questionnaire which provided information on the reasons adults participated in further education courses. The highest mean (4.42) was in the highly "moderate" category (above 3.5) of motivation; of these nine items, five would result in higher education, two would improve a job situation, and two would increase personal happiness.

When the reasons for participation were analyzed according to the factor groupings, six factors accounted for a total variance of 60.8%. Social contact accounted for 28.6% of the variance; economic advancement was second with a variance of 11.6%; and social stimulation came third with a variance of 7.4%. The remaining factors accounted for 13.3% of the variance: education/community improvement (4.9%), personal relationships (4.7%), and personal development (3.7%).

A separate factor analysis was performed with only the items related to Boshier's (1984) EPS. These results corresponded very closely to his categories. In general, this study confirmed the motivational orientation factors in Boshier's (1984) research.

Reasons for Nonparticipation

2. What barriers prevent some adults from participating in further education classes?

There were 31 items in the part of the questionnaire administered to native adults who had not participated in further education courses. The means for this section did not show a great spread; the highest perceived influence in not participating was "some influence" with a mean of 3.33, with most of the rest falling into the "little influence" category.

Only two items were felt to have “no influence”: these were “Going to school is scary” and “ Spouse objects.”

The reasons for not participating in further education were organized into four groups: situational, institutional, informational, and psychosocial. For summary purposes, the percentage of reasons chosen in each influence category, showing the means of influence from greatest to least, were informational, situational, institutional, and psychosocial.

Identification of Barriers

3. What factors could encourage increased participation by natives in further education classes?

There were four most preferred learning situations. These were in the “moderate influence” range according to the mean: listen (4.26), practice (4.18), memorize (3.76), and discuss (3.55). None of the suggested ways of increasing participation rated “much influence” in any of the groupings.

Only two preferred settings were in the “moderate influence” range of choice according to the mean: tutorial (3.60) and small group (3.53).

The only service which could help increase participation in further education “moderately” was having transportation provided (3.79).

The three choices of the best times for classes were perceived to have a “moderate influence” on participation: in the winter (4.15), in the early afternoon (4.15), or morning (3.78).

Demographic and Background Comparison

4. How do the participants and nonparticipants compare on demographic and background characteristics?

When comparing the groups on a percentage basis, the group of participants was somewhat younger than the nonparticipants, with the largest grouping in the "under 25" category (36.6%) for the participants and the largest group of nonparticipants in the "30-39" age group (32.8%).

Both groups were mostly female, 66.7% for participants and 60.9% for nonparticipants. More of the participants had some high school (28.9%) compared with the nonparticipants (19.4%). Nonparticipants showed the largest grouping in the "finished grade 6" category (38.7%) compared with participants (28.2%).

Most of the participants were single (50.7%), and the largest group of the nonparticipants were living common-law (49.2%). The majority in both groups liked to speak both English and Dene (62.0% for participants and 71.4% for nonparticipants). The largest percentage of both groups had between one and three children (40.8% for participants and 50.8% for nonparticipants). Most of the respondents lived in Assumption (69.0% for participants and 51.3% for nonparticipants), while smaller numbers lived in Bushe and Meander River.

Conclusions

Reasons for Participation

Those native adults who participate in further education are motivated by a desire for educational or economic advancement as evidenced by the mean scores. The need for social contact as evidenced by the factor analysis was also motivational.

Six motivational orientations were found. In order of importance they were: social contact, economic advancement, social stimulation, education/community advancement, personal relationships, and personal development. Social contact accounted for 28.6% of the variance; a desire to make life changes was evident.

These findings were corroborated by the literature and indicate the universality of the different types of motivation. Rubenson (1983) wrote, "Women working at home tend more than others to state that they participate to "get out of the rut" and "see new faces" (p. 9)." He also found that the strongest motivation for participating was "work" and "personal satisfaction" with an emphasis on the practical use of the knowledge obtained. Adler (as cited by Birch and Veroff, 1966, p. 76) believed that an "inferiority complex" among those who wished for more control of their environment led to participation; this was reflected in the desire to improve the work situation and lifestyle seen in this study. Lindeman (1926) wrote of the importance of career changes and life changes as reasons for the pursuance of education as an adult. Maslow (1954) wrote about the satisfaction of needs at various levels; Knowles (1970) wrote that education must be seen to fill a need in an individual's life. The respondents in this study fit these categories and displayed similar motivational patterns.

Reasons for Nonparticipation

The fact that the 31 reasons listed on the questionnaire were close in ranking (with six reasons being of "some influence," 23 of the reasons being of "little influence," and only two being of "no influence") could mean that the reasons for nonparticipation greatly varied with each individual. It could also mean that the "real" reasons were not included in the questionnaire. Perhaps there was a different view of the importance of education in the Dene Tha' culture whose traditional educational pattern relied on adults modeling right behavior. In view of the fact that these reasons were based on a study of a similar group of native adults in British Columbia (Rodriguez and Sawyer, 1990), the most probable explanation lies with individual variation according to his/her own particular situation.

The literature supported these findings with other groups of adults. Mezirow, Darkenwald, and Knox (1975) found change in work schedule, discouragement over lack of progress, child care problems, and moving away to be the main reasons for nonparticipation. Zieghan (1992) found bad past experiences, little belief in the benefits of schooling, and a lack of identity outside the home to be deterrents to participation. Rubenson (1983) found the barriers to adult education to be lack of time, cost, lack of child care facilities, and lack of transportation.

Ways of Increasing Attendance

There was a wide acceptance of types of learning situations with the difference in means between 4.26 and 3.25. Of interest was the difference of results in this survey from those of Rodriquez and Sawyer (1990) who found the preferred learning situation to be “watch, then do”; that learning situation was of only “some” preference among the Dene who completed this questionnaire. The provision of a baby-sitter ranked as comparatively low according to the mean (2.92 or “some” help); this was in spite of the considerable number who had children. When compared with the stronger desire for transportation (3.79 or “moderate” help), this appears to indicate that amongst the extended family on the reserve baby-sitters are available if it was possible to get the children and baby-sitter together, hence the need for transportation.

The literature abounded with suggestions as to how participation among adults can be improved. The National Indian Brotherhood (1991) suggested working with those on social assistance (such as is being done with the Dene Tha’) to get people out of the dependency state. They would like to see more support services, more provision of day care facilities and Life Skills courses, and more money available for educating adults up to Grade 9. The Royal Commission on Aboriginal People (1993) called for a “healing initiative” to rid the native people of the legacy of past problems (again the Dene Tha’ are taking this approach). This approach would tie in with Mezirow’s (1994) call for adults to try to know their real needs. Tuckman (1991) stressed the importance of increasing self esteem among the adult students and the importance of role models in the learning situation. He also called for reasonable and relevant goal setting. Merrick

(1991) suggested more emphasis on spirituality and the adoption of a holistic approach to education. Vroom (1964) earlier stressed the need to change the expectations of the adults as to what additional education would accomplish.

Demographic and Background Comparison

The two groups -- participants and nonparticipants -- were actually very similar in sex (female), number of children (1-3), preferred language (both English and Dene), and place of residence (Assumption). One difference was seen in the level of schooling. Nonparticipants had a generally lower level (to Grade 6) than did the participants (some high school). A second difference was found in regards to age; the nonparticipants were somewhat older, with the majority in the "30-39" age group as compared to the majority of participants in the "under 25" group. The third difference was in the marital status; the largest group of participants was single and that of nonparticipants was living common-law.

These differences would seem to indicate that the nonparticipants would find education more difficult to undertake. A lower starting level would make the task of achieving a high school diploma that much harder for those who had not previously participated, especially when tied to the fact that many of the nonparticipants were older and therefore more removed from the school experience. They could also have more family restrictions because of the common-law arrangement.

The participants would more quickly be able to get an education that would enable them to get a better job; they were somewhat younger so the educational experience was more common to their age group and their time away from the school experience was shorter. They were also freer to decide about education because of their single status, although many of them had to solve the problem of children.

There was a small number of respondents in the “50-59” age group (1.4% for participants and 1.6% for nonparticipants) and none at all in the “60 and over” At that age, language is probably a factor; many would prefer or have only Dene and the language is not yet a written language. Those individuals contribute to the traditional economy of the reserve, but mostly do not seem to consider other employment.

The higher percentage of females in both respondent groups may reflect the fact that both the native assistants were female and felt more comfortable asking for female respondents. It may, however, also reflect the fact that females often comprise the largest group in further education courses as is evidenced by attendance in the Adult Upgrading and Life Skills classes. The attempt by the Band to pressure people to take further education courses through the issuing of cheques instead of vouchers is particularly effective with women. One of the women interviewed wanted the cheque because the local store did not have winter clothes that fit her children; with the cheque she could shop in High Level. It should be noted, however, that a recent (December, 1994) course offering at the Adult Education Center for a short course, handling hydrogen sulfide as it is used in the oil industry, attracted more who wished to participate than was possible to accommodate, and the majority were men. The type of course offered could be very important factor in participation.

Again it appears that this study group was similar to other studies according to the literature. The Standing Committee of Aboriginal Affairs (1990) found that more native women than native men graduated from high school and university, in spite of the fact that it had become an accepted fact that the women have a lower sense of self esteem. Rubenson (1983) found that participation in adult education was clearly related to age and showed a decline after the age of thirty and a sharp drop after the age of fifty. He found educational attainment to have a much stronger relationship to participation than did occupation. The participation rates in his study in 1982 showed higher participation as the education level rose.

Implications

The data that resulted from this study have implications for the type of approach to be taken in the future in the area of native adult education. The increased knowledge of the motivations, barriers, and suggestions for improving participation that has been gained can lead to suggestions for increasing native adult participation in further education. It must be remembered, however, that this study alone does not contribute all the knowledge needed in this area and further research is needed. The following implications for future action merit consideration.

Implications for Education

1. Participation. Many people were interested in improving their educational level to strengthen their self-esteem and raise their economic status. Those who participated in

educational programs should be publicly recognized by the community in some manner and thus be encouraged in their endeavors. Because of the influence that mothers and other adult women of the reserve have on the children, every attempt could be made to increase their participation in education even if the results do not have immediate economic rewards. Parents could be made more aware of the help they can give their children, especially in the early years, through courses aimed at developing parenting skills. Classes focusing on the father's contribution to child rearing would be advantageous.

2. Finances. Steady and adequate funding for Life Skills, upgrading at high school and lower levels, and for postsecondary education could be in place. Resources that would enable educators to be more flexible in time and place would increase the availability of educational programs. Financial resources for improving transportation facilities on the reserve could be sought. Continued efforts to provide the courses requested by the respondents in this study could be made.

3. Culture. More culturally relevant materials could be found and made available to educators. (The High Level Tribal Council has made a start in this area, but more is needed.) Since socialization has been found to be important in encouraging participation in the educational process, efforts could be made by educators to ensure that socialization is included in the educational process.

4. Services. Support services that provide help in handling personal problems -- especially drug and alcohol problems, needed study skills and daily living management -- could be available. Peer support groups could be formed in each institution to help those

who must leave the reserve for education. A compulsory short course about lifestyle changes for those who are leaving for study purposes could be given.

5. Information. Greater awareness of programs available, sponsorship possibilities, support services, and educational routines could be given in all organizations through the media and by word of mouth.

6. Practical arrangements. Classes in the summer would probably not be supported to any great extent; evening and late afternoon classes would also be unpopular. Small classes should be encouraged. Many opportunities for students to practice the concepts learned would improve the educational process. The continued provision of adult Upgrading on the reserve is the right way to go.

7. Community. Community awareness of the value of education could be increased through all available agencies. Education should be seen to be relevant; it should be viewed as making available more choices in life. The community could concentrate its resources on finding out "what your needs would be if you knew more about what you need to know" (Mezirow, 1994, p. 8). Help for young adults in setting realistic goals that would help the community and themselves could be forthcoming from community resources. Educators on and off the reserve could be sure to have high standards for native students at all levels, and could continually search for methods to help the students overcome any specific problems to discourage dropouts. The practice of "social promotion" could be reviewed and alternatives considered.

Implications for Research

This study has provided some significant data on the motivation of native adults for participation and nonparticipation in further education courses and for preferred methods of increasing participation. More research in this area is needed so that appropriate educational strategies can be undertaken.

1. More study of the Dene Tha' language and ways of learning involved in the language structure is needed to see if a visual or sensory approach to education would be desirable. This could be followed by studies to determine how to incorporate suggested changes into current learning practices.

2. A replication study to corroborate the present research would be desirable. Additional research is needed to learn which type of class grouping, all native or mixed, affects adult learning and participation.

3. Research could be undertaken as to what spiritual values could be included in a holistic education according to Dene Tha' values. Further research as to the best way of incorporating these values could occur.

4. More research is needed to determine the courses of greatest appeal to the men and women of the reserve.

5. A motivational study aimed at older adults on the reserve would add valuable data concerning motivation.

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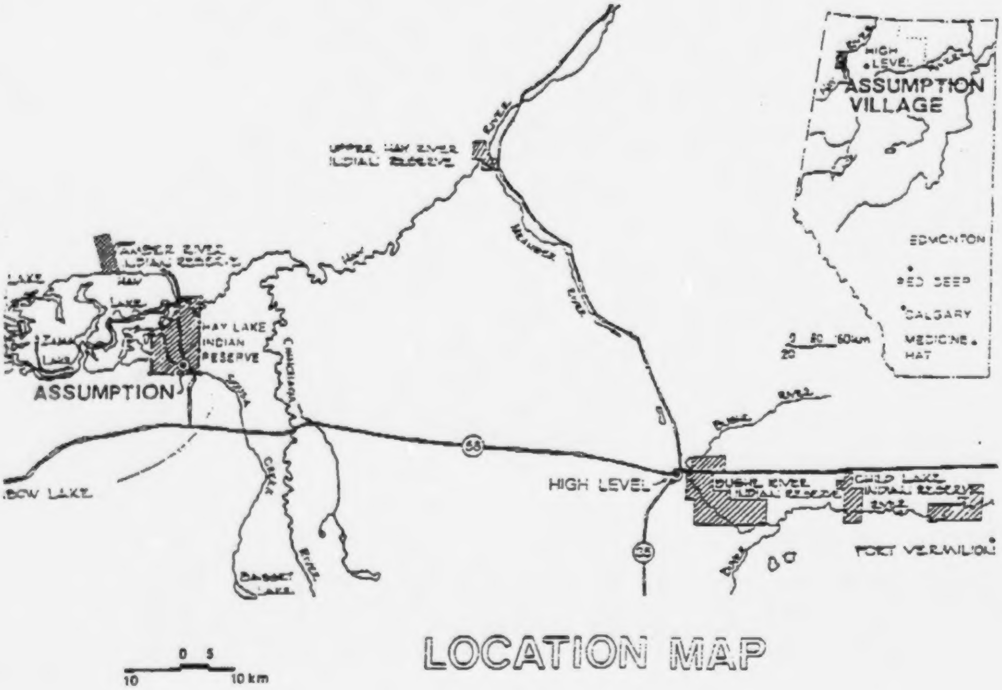
APPENDICES

Appendix A

Map of Dene Tha' Area

Map of Dene Tha' Area


UPPER HAY RIVER INDIAN RESERVE
RIVER
AMBER RIVER INDIAN RESERVE
LAKE
HAY
LAKE
ZAMA LAKE
HAY LAKE INDIAN RESERVE
ASSUMPTION
MEANDER RIVER
58
BOW LAKE
CREEK
RIVER
BASSET LAKE
HIGH LEVEL
35
BUSHE RIVER INDIAN RESERVE
CHILD LAKE INDIAN RESERVE
FORT VERMILION
HIGH LEVEL
ASSUMPTION VILLAGE
EDMONTON
RED DEER
CALGARY
MEDICINE HAT
0 20 60km
LOCATION MAP
0 5
10
10 km

Appendix B

Frequency and Percentage Tables

1. Frequency and Percentage Tabulations for Motivation of Participants

2. Frequency and Percentage Tabulations for Reasons for Nonparticipation

3. Frequency and Percentage Tabulations for Aids for Participation

Appendix B:1

Frequency and Percentage Tabulations for Motivation of Participants

Frequency of Participation	None		Little		Some		Moderate		Much		No answer	
	f	%	f	%	f	%	f	%	f	%	f	%
Read and write better	3	4.2	9	12.7	20	28.2	21	29.6	18	25.4	0	0.0
Read and write to help your life	3	4.2	8	11.3	19	26.8	19	26.8	22	31.0	0	0.0
Become better informed	4	5.6	7	9.9	21	29.6	21	29.6	18	25.4	0	0.0
Feel better about yourself	1	1.4	4	5.6	16	22.5	20	28.2	30	42.3	0	0.0
Be happier and do more for yourself	4	5.6	10	14.1	24	33.8	32	45.1	1	1.4	0	0.0
Get along better with family members	4	5.6	12	16.9	21	29.6	14	19.7	20	28.2	0	0.0
Be a better parent/grandparent	14	19.7	7	9.9	5	7.0	16	22.5	28	39.4	1	1.4
Understand community problems better	2	2.8	8	11.3	24	33.8	20	28.2	17	23.9	0	0.0
Be more active in your community	4	5.6	9	12.7	16	22.5	25	35.2	17	23.9	0	0.0
Deal more effectively with daily tasks	7	9.9	11	15.5	24	33.8	13	18.3	14	19.7	2	2.8
Get a job or get a better job	2	2.8	4	5.6	8	11.3	24	33.8	33	46.5	0	0.0
Do your job better	3	4.2	3	4.2	16	22.5	21	29.6	26	36.6	2	2.8
Make more money	5	7.0	3	4.2	6	8.5	18	25.4	39	54.9	0	0.0
Read stories and magazines for pleasure	12	16.9	14	19.7	22	31.0	10	14.1	13	18.3	0	0.0
Study the culture	2	2.8	9	12.7	27	38.0	17	23.9	16	22.5	0	0.0
Write down stories and pass on A36	9	12.7	15	21.1	23	32.4	16	22.5	8	11.3	0	0.0
Be able to share things better	10	14.1	9	12.7	15	21.1	13	18.3	24	33.8	0	0.0
Get ahead in my job	4	5.6	2	2.8	12	16.9	25	35.2	27	38.0	1	1.4
Be a better citizen	5	7.0	9	12.7	22	31.0	17	23.9	18	25.4	0	0.0

Stop being bored	6	8.5	16	22.5	19	26.8	15	21.1	15	21.1	0	0.0
Learn things that satisfy my curiosity	10	14.1	11	15.5	13	18.3	19	26.8	18	25.4	0	0.0
Help with problems in my daily living	3	4.2	11	15.5	27	38.0	16	22.5	14	19.7	0	0.0
Have others accept me	5	7.0	12	16.9	24	33.8	14	19.7	16	22.5	0	0.0
Get a better position in my job	5	7.0	3	4.2	13	18.3	16	22.5	33	46.5	1	1.4
Add to my education	1	1.4	2	2.8	10	14.1	14	19.7	44	62.0	0	0.0
Help me take other educational courses	1	1.4	2	2.8	14	19.7	27	38.0	27	38.0	0	0.0
Stop myself becoming a "vegetable"	12	16.9	15	21.1	19	26.8	14	19.7	11	15.5	0	0.0
Fulfill a personal need for friends	11	15.5	10	14.1	29	40.8	14	19.7	7	9.9	0	0.0
Keep ahead of others who want my job	10	14.1	7	9.9	16	22.5	27	38.0	11	15.5	0	0.0
Be part of a group	8	11.3	12	16.9	22	31.0	15	21.1	14	19.7	0	0.0
Improve my skills for my job	0	0.0	6	8.5	8	11.3	24	33.8	33	46.5	0	0.0
Learn to understand my personal problems	2	2.8	13	18.3	17	23.9	20	28.2	19	26.8	0	0.0
Help me earn a degree, diploma,	1	1.4	2	2.8	8	11.3	15	21.1	45	63.4	0	0.0
Escape television	15	21.1	23	32.4	22	31.0	6	8.5	4	5.6	1	1.4
Learn skills to help in community service	3	4.2	6	8.5	24	33.8	20	28.2	18	25.4	0	0.0
Learn about human relations	2	2.8	8	11.3	24	33.8	15	21.1	22	31.0	0	0.0
Get away from my problems	16	22.5	18	25.4	19	26.8	9	12.7	8	11.3	1	1.4
Learn for the fun of it	21	29.6	12	16.9	17	23.9	9	12.7	12	16.9	0	0.0
Meet pleasant people	2	2.8	14	19.7	25	35.2	11	15.5	19	26.8	0	0.0
Do something different than I usually do	2	2.8	10	14.1	19	26.8	20	28.2	20	28.2	0	0.0
Have a break in my routine	10	14.1	13	18.3	25	35.2	10	14.1	13	18.3	0	0.0
Learn how to help others	0	0.0	10	14.1	17	23.9	24	33.8	20	28.2	0	0.0
Learn new things that others may know	1	1.4	3	4.2	20	28.2	24	33.8	23	32.4	0	0.0
Get on better socially	2	2.8	9	12.7	21	29.6	20	28.2	18	25.4	1	1.4

Get entrance requirements	2	2.8	1	1.4	18	25.4	26	36.6	24	33.8	0	0.0
Have a better social position	2	2.8	8	11.3	20	28.2	19	26.8	22	31.0	0	0.0
Get away from an unhappy situation	7	9.9	18	25.4	19	26.8	17	23.9	10	14.1	0	0.0
Be different from the education I used to have	0	0.0	3	4.2	18	25.4	20	28.2	30	42.3	0	0.0
Follow someone else's suggestion	18	25.4	21	29.6	20	28.2	8	11.3	4	5.6	0	0.0
Learn for the sake of learning	11	15.5	15	21.1	13	18.3	9	12.7	23	32.4	0	0.0
Make new friends	3	4.2	13	18.3	26	36.6	7	9.9	22	31.0	0	0.0
Make it easier for me to take part in community events	4	5.6	9	12.7	23	32.4	21	29.6	14	19.7	0	0.0
Do what someone else told me to do	30	42.3	14	19.7	15	21.1	8	11.3	4	5.6	0	0.0

Appendix B: 2

Frequency and Percentage Tabulations for Reasons for Nonparticipation

	None		Little		Some		Moderate		Much		No answer	
	f	%	f	%	f	%	f	%	f	%	f	%
No financial support or resources	19	29.2	9	13.8	7	10.8	6	9.2	23	35.4	1	1.5
Lack of time	23	35.4	8	12.3	15	23.1	8	12.3	10	15.4	1	1.5
Lack of transportation	29	44.6	8	12.3	4	6.2	6	9.2	17	26.2	1	1.5
Lack of child care	34	52.3	6	9.2	5	7.7	3	4.6	15	23.1	2	3.1
Interferes with job	37	56.9	9	13.8	6	9.2	7	10.8	5	7.7	1	1.5
Winter weather stops me	38	58.5	9	13.8	8	12.3	5	7.7	4	6.2	1	1.5
Summer is too busy a time	25	38.5	6	9.2	10	15.4	4	6.2	19	29.2	1	1.5
No appropriate program in the community	14	21.5	7	10.8	11	16.9	6	9.2	25	38.5	2	3.1
Existing programs have inconvenient schedules	29	44.6	8	12.3	11	16.9	8	12.3	7	10.8	2	3.1
Content is not appropriate	32	49.2	9	13.8	12	18.5	5	7.7	3	4.6	4	6.2
Instructional approach is inappropriate	34	52.3	11	16.9	6	9.2	6	9.2	5	7.7	3	4.6
Don't know about programs or how to find out	20	30.8	5	7.7	11	16.9	4	6.2	22	33.8	3	4.6
Don't know how to register	35	53.8	9	13.8	7	10.8	8	12.3	4	6.2	2	3.1
Programs haven't been explained adequately	27	41.5	8	12.3	9	13.8	8	12.3	11	16.9	2	3.1
Don't believe improving reading and writing	44	67.7	12	18.5	4	6.2	1	1.5	3	4.6	1	1.5
Don't enjoy school or taking courses	39	60.0	12	18.5	8	12.3	2	3.1	3	4.6	1	1.5
Not interested	46	70.8	5	7.7	9	13.8	2	3.1	2	3.1	1	1.5

	None		Little		Some		Moderate		Much		No answer	
	f	%	f	%	f	%	f	%	f	%	f	3.1
Too old to learn	42	64.6	11	16.9	6	9.2	2	3.1	3	4.6	1	1.5
Friends aren't doing it	46	70.8	9	13.8	5	7.7	2	3.1	2	3.1	1	1.5
Afraid of discrimination	39	60.0	7	10.8	7	10.8	6	9.2	4	6.2	2	3.1
Spouse objects	52	80.0	5	7.7	4	6.2	1	1.5	1	1.5	2	3.1
Way programs are taught isn't right for me	39	60.0	8	12.3	10	15.4	6	9.2	0	0.0	2	3.1
Going to school is scary	49	75.4	5	7.7	6	9.2	0	0.0	2	3.1	3	4.6
Afraid I won't succeed	32	49.2	12	18.5	12	18.5	3	4.6	4	6.2	2	3.1
Don't believe I can learn	43	66.2	5	7.7	11	16.9	4	6.2	0	0.0	2	3.1
Too many family problems	40	61.5	7	10.8	5	7.7	4	6.2	7	10.8	2	3.1
Too many legal problems	52	80.0	1	1.5	4	6.2	0	0.0	6	9.2	2	3.1
Personal problems of drugs,	39	60.0	6	9.2	6	9.2	3	4.6	9	13.8	2	3.1
Unhappy experiences at residential school	49	75.4	4	6.2	5	7.7	2	3.1	3	4.6	2	3.1

Appendix B: 3

Frequency and Percentage Tabulations for Increasing Participation

	None		Little		Some		Moderate		Much		No answer	
	f	%	f	%	f	%	f	%	f	%	f	%
Prefer to: Watch, then do	7	10.8	11	16.9	11	16.9	8	12.3	25	38.5	3	4.6
Prefer to: Listen	2	3.1	5	7.7	9	13.8	5	7.7	41	63.1	3	4.6
Prefer to: Practice	4	6.2	3	4.6	8	12.3	10	15.4	37	56.9	3	4.6
Prefer to: On my own	10	15.4	8	12.3	18	27.7	7	10.8	18	27.7	4	6.2
Prefer to: Discuss	5	7.7	11	16.9	14	21.5	9	13.8	23	35.4	4	6.2
Prefer to: Memorize	4	6.2	6	9.2	19	29.2	5	7.7	28	43.1	3	4.6
Preferred setting: Tutorial	10	15.4	9	13.8	8	12.3	4	6.2	31	47.7	3	4.6
Preferred setting: Small group	8	12.3	7	10.8	13	20.0	8	12.3	23	35.4	6	9.2
Preferred setting: All native students	26	40.0	7	10.8	7	10.8	6	9.2	13	20.0	6	9.2
Preferred setting: By computer	10	15.4	9	13.8	13	20.0	6	9.2	20	30.8	7	10.8
Preferred setting: By myself	18	27.7	11	16.9	17	26.2	7	10.8	8	12.3	4	6.2
Would help: Having a baby sitter available	27	41.5	2	3.1	7	10.8	3	4.6	24	36.9	2	3.1
Would help: Activities for children at the learning site	25	38.5	4	6.2	7	10.8	4	6.2	21	32.3	4	6.2
Would help: Having transportation provided	11	16.9	3	4.6	8	12.3	7	10.8	34	52.3	2	3.1
Would help: Lunch provided	12	18.5	8	12.3	10	15.4	7	10.8	25	38.5	3	4.6
Right time: In the morning	8	12.3	5	7.7	10	15.4	10	15.4	30	46.2	2	3.1
Right time: In the early afternoon	4	6.2	5	7.7	7	10.8	8	12.3	38	58.5	3	4.6
Right time: In the late afternoon	32	49.2	13	20.0	10	15.4	2	3.1	5	7.7	3	4.6
Right time: In the evening	36	55.4	7	10.8	8	12.3	4	6.2	8	12.3	2	3.1
Right time: In summer	26	40.0	7	10.8	9	13.8	6	9.2	14	21.5	3	4.6
Right time: In winter	5	7.7	5	7.7	4	6.2	10	15.4	38	58.5	3	4.6

Appendix C

Questionnaire and Instructions

Appendix C

Procedure for Administration of the Survey

Part A

For those who take part in further education courses

1. Explain the purpose of the study:
The Band wishes to know why some adult members participate in education and why some do not in order to find methods of increasing participation.

2. Ask for participation in the survey. Explain that no names will be on the surveys themselves so the information will not be tied to any one person and will be completely confidential. Thank those who are willing to participate.

3. Read the directions at the top of A: Part 1 with the group. Stress that number 1 is the smallest amount. Ask that all questions be answered.

4. There is no time limit and questions may be asked at any time if any part is not clear.

5. When done part 1, have them do A: Part 2. This is personal information, but is confidential as **no names are put on the papers**.

6. Read the instructions. Stress that **one** number only should be circled for **each** of the eight questions.

7. Thank them again for participating. If they wish to learn the results of the study, check off the names on the list and write their addresses.

Participation Questionnaire

A: Part 1 - Following are possible reasons why adults participate in literacy and work oriented courses. Which factors influenced you in deciding to participate in these adult education courses? Please rate them in **your** order of perceived importance using the numbers 1 to 5. Please be frank. There are no right or wrong answers. Circle **one** response for each reason. Choose the response which reflects the extent to which each reason influenced you to enroll: (1 = no influence; 2 = little influence; 3 = some influence; 4 = moderate influence; 5 = much influence).

Influence	None	Little	Some	Moderate	Much
1. Read and write better	1	2	3	4	5
2. Read and write to helpyour life	1	2	3	4	5
3. Become better informed	1	2	3	4	5
4. Feel better about yourself	1	2	3	4	5
5. Be happier and do more for yourself	1	2	3	4	5
6. Get along better with family members	1	2	3	4	5
7. Be a better parent/grandparent	1	2	3	4	5

8. Understand community problems better and help solve them more	1	2	3	4	5
9. Be more active in your community	1	2	3	4	5
10. Deal more effectively with daily tasks (filling out forms, reading signs, etc.)	1	2	3	4	5
11. Get a job or get a better job	1	2	3	4	5
12 Do your job better	1	2	3	4	5
13. Make more money	1	2	3	4	5
14. Read stories and magazines for pleasure	1	2	3	4	5
15. Study the culture	1	2	3	4	5
16. Write down stories and pass on cultural information	1	2	3	4	5
17. Be able to share things better with my husband, wife or friend	1	2	3	4	5
18. Get ahead in my job	1	2	3	4	5
19. Be a better citizen 1	2	3	4	5	
20. Stop being bored	1	2	3	4	5
21. Learn things that satisfy my curiosity	1	2	3	4	5
22. Help with problems in my daily living	1	2	3	4	5

23. Have others accept me	1	2	3	4	5
24. Get a better position in my job	1	2	3	4	5
25. Add to my education	1	2	3	4	5
26. Help me take other educational courses	1	2	3	4	5
27. Stop myself becoming a "vegetable"	1	2	3	4	5
28. Fulfill a personal need for friends	1	2	3	4	5
29. Keep ahead of others who want my job	1	2	3	4	5
30. Be part of a group	1	2	3	4	5
31. Improve my skills for my job	1	2	3	4	5
32. Learn to understand my personal problems	1	2	3	4	5
33. Help me earn a degree, diploma, or certificate	1	2	3	4	5
34. Escape television	1	2	3	4	5
35. Learn skills to help in community service	1	2	3	4	5
36. Learn about human relations	1	2	3	4	5
37. Get away from my problems	1	2	3	4	5
38 Learn for the fun of it	1	2	3	4	5
39. Meet pleasant people	1	2	3	4	5
40. Do something different than I usually do	1	2	3	4	5

41.	Have a break in my routine	1	2	3	4	5
42.	Learn how to help others	1	2	3	4	5
43.	Learn new things that others may know	1	2	3	4	5
44.	Get on better socially	1	2	3	4	5
45.	Get entrance requirements for some other course	1	2	3	4	5
46.	Have a better social position	1	2	3	4	5
47.	Get away from an unhappy situation	1	2	3	4	5
48.	Be different from the education I used to have	1	2	3	4	5
49.	Follow someone else's suggestion	1	2	3	4	5
50.	Learn for the sake of learning	1	2	3	4	5
51.	Make new friends	1	2	3	4	5
52.	Make it easier for me to take part in community events	1	2	3	4	5
53.	Do what someone else told me to do	1	2	3	4	5

Procedure for Administration of the Survey

Part B

For those who do not participate in further education courses

1. Explain the purpose of the study:

The Band wishes to know why some adult members participate in education and why some do not in order to find methods of increasing participation.

2. Ask for participation in the survey. Explain that no names will be on the surveys themselves so the information will not be tied to any one person and will be completely confidential. Thank those who are willing to participate.

3. Read the directions at the top of B: Part 1 with the participant. Stress that number 1 is the smallest amount. Ask that all questions be answered if possible. Offer to help with any word meanings or to read the questionnaire if requested. Repeat the procedure with B: Part 2.

4. There is no time limit and questions may be asked at any time if any part is not clear.

5. When done part 1, have them do B: Part 3. This is personal information, but is confidential as **no names are put on the papers**.

6. Read the instructions. Stress that **one** number only should be circled for **each** of the eight questions.

7. Thank them again for participating. If they wish to learn the results of the study, check off the names on the list and write their addresses.

Nonparticipation Questionnaire

B: Part 1 - Following are possible reasons why adults do **not** participate in literacy and work oriented courses. Which factors influenced you in deciding not to participate in adult education courses? Please rate them in **your** order of perceived importance using the numbers 1 to 5. Please be frank. There are no right or wrong answers. Circle **one** response for each reason: (1 = no influence; 2 = little influence; 3 = some influence; 4 = moderate influence; 5 = much influence).

Influence	None	Little	Some	Moderate	Much
Situational:					
1. No financial support or resources	1	2	3	4	5
2. Lack of time	1	2	3	4	5
3. Lack of transportation	1	2	3	4	5
4. Lack of child care	1	2	3	4	5
5. Interferes with job	1	2	3	4	5
6. Winter weather stops me	1	2	3	4	5
7. Summer is too busy a time	1	2	3	4	5

Institutional:

1. No appropriate program in the community	1	2	3	4	5
2. Existing programs have inconvenient schedules	1	2	3	4	5
3. Content is not appropriate	1	2	3	4	5
4. Instructional approach is inappropriate	1	2	3	4	5

Informational:

1. Don't know about programs or how to find out	1	2	3	4	5
2. Don't know how to register	1	2	3	4	5
3. Programs haven't been explained adequately	1	2	3	4	5

Psychosocial:

1. Don't believe improving reading and writing will help me	1	2	3	4	5
2. Don't enjoy school or taking courses	1	2	3	4	5
3. Not interested	1	2	3	4	5
4. Too old to learn	1	2	3	4	5
5. Friends aren't doing it	1	2	3	4	5

6. No support from family	1	2	3	4	5
7. Too self - conscious	1	2	3	4	5
8. Afraid of discrimination	1	2	3	4	5
9. Spouse objects	1	2	3	4	5
10. Way programs are taught isn't right for me	1	2	3	4	5
11. Going to school is scary	1	2	3	4	5
12. Afraid I won't succeed	1	2	3	4	5
13. Don't believe I can learn	1	2	3	4	5
14. Too many family problems	1	2	3	4	5
15. Too many legal problems	1	2	3	4	5
16. Personal problems of drugs, alcohol, or gambling	1	2	3	4	5
17. Unhappy experiences at residential school	1	2	3	4	5

B: Part 2 - There could be factors which would make you want to participate in adult education programs. A list of possible factors follows. Please indicate which would make a difference to **your** participation. Rate them in **your** order of perceived importance using the numbers 1 to 5. Please be frank. There are no right or wrong answers. Circle **one** response for each reason: (1 = no influence; 2 = little influence; 3 = some influence; 4 = moderate influence; 5 = much influence).

Influence	None	Little	Some	Moderate	Much
1. Which learning situation would you prefer?					
Watch, then do	1	2	3	4	5
Listen	1	2	3	4	5
Practice	1	2	3	4	5
On my own	1	2	3	4	5
Discuss	1	2	3	4	5
Memorize	1	2	3	4	5
2. Which setting would you prefer?					
Tutorial	1	2	3	4	5
Small group	1	2	3	4	5
All native students	1	2	3	4	5

By computer	1	2	3	4	5
By myself	1	2	3	4	5

3. Which services would help?

Having a baby sitter available	1	2	3	4	5
Activities for children at the learning site	1	2	3	4	5
Having transportation provided	1	2	3	4	5
Lunch provided	1	2	3	4	5

4. What would be the right time for courses?

In the morning	1	2	3	4	5
In the early afternoon	1	2	3	4	5
In the late afternoon	1	2	3	4	5
In the evening	1	2	3	4	5
In summer	1	2	3	4	5
In winter	1	2	3	4	5

Other ____

A: Part 2 - The answers to these questions will provide a demographic profile of participants and non - participants. Please **circle the number** to the right of the appropriate response.

1. Your age is:

Under 25	1
25 - 29	2
30 - 39	3
40 - 49	4
50 - 59	5
60 and over	6

2. Your sex is:

Female	1
Male	2

3. Your highest level of schooling is:

No schooling	1
1 - 3 years of schooling	2
Finished grade 6	3
Finished grade 9	4
Some high school	5
Finished high school	6
Some courses after high school	7

4. Your marital status is:

Single	1
Married	2
Widow/widower	3
Divorced	4
Common - law	5

5. The language you like to speak is:

Dene Thah	1
English	2

6. The number of children you have is:

None	1
One - three	2
Four - seven	3
Eight or more	4

7. Your place of residence is:

Assumption	1
Bushe	2
Meander River	3

8. Between September 1, 1993 and August 31, 1994, have you:

Talked with a social worker about further education	1
Talked to a school official	2
Received or read any pamphlets about education	3
Taken a course in further education	4

9. What kind of course would you like to see offered?____________________________

Appendix D

Copy of Interview Questions

Interview Questions

Part A: (for participants):

1. What kind of courses have you taken in adult education?
2. What makes you want to take these courses?
3. What problems have you had in going to adult education courses?
4. What would make it easier for you to participate?
5. What would you say has been your best experience in adult education courses?
6. What would you say has been your worst experience in adult education courses?

Part B: (for nonparticipants):

1. Have you ever taken an adult education course?
2. If NO, why don't you participate in any adult courses?
3. Are there problems which prevent you from participating in adult education courses?
4. Is there anything that others could do to make you want to take adult education courses by making things easier for you in any way? If YES, in what way?